



UNIVERSIDAD NACIONAL PEDRO RUIZ GALLO
FACULTAD DE CIENCIAS HISTÓRICO
SOCIALES Y EDUCACIÓN



Unidad de Posgrado de
Ciencias Histórico Sociales y Educación

“Didactic proposal based on EFL Communicative Strategies to improve the level of Speaking of the students from the 6th cycle Education – English Specialty from the National University of Cajamarca, in 2016”.

Thesis presented to obtain the Master’s Degree in Educational Sciences with mention in Didactics of the English language presented by:

Peralta Barboza, Elvis Lino

Briceño Rodríguez, Elmer Eliseo

LAMBAYEQUE – PERÚ

2016

“Didactic proposal based on EFL Communicative Strategies to improve the level of Speaking of the students from the 6th cycle Education – English Specialty from the National University of Cajamarca, in 2016”.

Elmer Eliseo Briceño Rodríguez

Researcher’s name

Elvis Lino Peralta Barboza

Researcher’s name

Msc. Milagros Cabezas Martinez

Scientific consultant’s name

RESEARCH PAPER APPROVED BY:

M.Sc. María del Pilar Fernández Celis

CHAIRMAN

Dra. Doris Nancy Diaz Vallejo

SECRETARY

Dra. Beldad Fanco Periche

SPOKESPERSON

August, 2016

DEDICATION

We dedicate our work to our Almighty God, our Creator, our Source of inspiration, wisdom, knowledge and understanding. He has been the source of our strength throughout this dissertation and on His wings, we have remained with us. We also dedicate our work to our loving family who have encouraged us all the way and whose encouragement have made sure that we give it all it takes to finish that which we have started. To our friends who have been of valuable help in every way possible by this quest. Thank you. My love for you all can never be quantified. God bless you!

ACKNOWLEDGEMENTS

Our deepest gratitude goes to God who has provided all that was needed to complete this thesis for which it was intended. Throughout this entire work, He has taken care of everything that would have stopped us in our tracks and strengthened us even through our most difficult times.

We wish to thank to our professors from National University of Cajamarca who were more than generous with their expertise and precious time. A special thanks to our advisor and professor Milagros Cabezas Martínez for the countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process. Finally, I would like to thank the beginning teachers, university students in our corresponding workplaces for assisting us with this project. Their excitement and willingness to provide feedback made the completion of this research an enjoyable experience.

INDEX

DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	xi
RESÚMEN	xii
INTRODUCTION	xiii
CHAPTER I:	1
ANALYSIS OF THE PROBLEMATIC EDUCATIONAL REALITY OF NATIONAL UNIVERSITY OF CAJAMARCA	1
1.1. LOCATION AND HISTORICAL BACKGROUND ABOUT NATIONAL UNIVERSITY OF CAJAMARCA	2
1.2. HOW THE PROBLEM ARISES	6
1.3. INTERNATIONAL, NATIONAL AND LOCAL CONTEXT	7
1.3.1. INTERNATIONAL MILIEU	7
1.3.2. NATIONAL MILIEU	9
1.3.3. LOCAL MILIEU	13
1.4. HOW THE PROBLEM STATES AND ITS CHARACTERISTICS	14
1.5. METHODOLOGY	16
1.6. RESEARCH DESIGN.	16
1.7. POPULATION AND SAMPLING	17
a) POPULATION:	17

b) SAMPLING:	17
CHAPTER II.....	19
THEORETICAL – CONCEPTUAL FRAMEWORK.....	19
2.1. BACKGROUND INFORMATION.....	20
a) “IMPROVING SPEAKING SKILLS THROUGH THE LEARNING COMMUNITY TECHNIQUE”	20
b) “IMPROVING STUDENTS’ SPEAKING SKILLS THROUGH SPEAKING BOARD GAMES OF GRADE VIII OF SMP N 13 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014” (LIA AMALIA NIRMAWATI,2015).....	21
c) “USING CREATIVE STRATEGIES TO PROMOTE STUDENTS’ SPEAKING SKILLS”	21
d) “THE IMPACT OF TEACHING COMMUNICATION STRATEGIES ON EFL LEARNERS’ WILLINGNESS TO COMMUNICATE”	22
2.2. THEORETICAL BASIS	23
2.2.1. SPEAKING	23
2.2.2. KEY CONCEPTS AND PRINCIPLES IN SPEAKING.	29
2.2.3. TYPES OF SPOKEN LANGUAGE.....	31
2.2.4. DIFFICULTIES IN SPEAKING	34
2.2.5. ACTIVITIES TO PROMOTE SPEAKING.....	35
2.2.6. CHARACTERISTICS OF A SUCCESSFUL SPEAKING ACTIVITY.....	39
2.2.7. SPEAKING BARRIERS AND IMPLICATIONS.....	40

2.2.8. FOUNDATIONS OF EFL COMMUNICATIVE STRATEGIES	42
2.3. THEORETICAL CONCEPTUAL FRAMEWORK.	55
2.3.1. MOTIVATION GROUNDS FOR SPEAKING PURPOSES IN EFL CONTEXTS.	55
2.3.2. COMMUNICATIVE LANGUAGE TEACHING.....	57
2.3.3. SOCIOCULTURAL THEORY FOUNDATIONS BY VIGOTSKY (FOUNDATIONS OF SPEAKING WITH SOCIOCULTURAL BASIS)	62
2.4. GLOSSARY	67
2.5. THEORETICAL MODEL OF THE DIDACTIC PROPOSAL BASED ON EFL.....	71
2.6. SCHEDULE OF THE LEARNING SESSIONS	73
2.7. PROPOSAL PRESENTATION.....	75
2.7.1. DESCRIPTION OF THE DIDACTIC PROPOSAL	76
2.7.2. TYPES OF TEACHING AND LEARNING ACTIVITIES EFL COMMUNICATIVE STRATEGIES	76
2.7.3. SPEAKING SUBKILLS AIMED IN THE PROPOSAL	78
2.7.3. PROPOSAL OBJECTIVES	81
a) GENERAL OBJECTIVE:.....	81
b) <i>SPECIFIC</i> OBJECTIVES:	82
CHAPTER III.....	83
RESULTS AND DISCUSSION OF THE RESEARCH	83

3.1. ANALYSIS AND INTERPRETATION OF DATA.	84
CONCLUSIONS	103
RECOMMENDATIONS	105

LIST OF TABLES

Table 1.Cajamarca Region, area, population and demographic density	4
Table 2. Cajamarca Region, area, population and demographic density	8
Table 3..Number of students enrolled per level, 2013	11
Table 4. Students of the 6th cycle of Education – English major	17
Table 5. Definition of speaking components	25
Table 6. Communication strategies	54
Table 7. Theories of learning	63
Table 8.Theories and models of SLA	66
Table 9.Results in speaking after applying pre-test	85
Table 10. Results in speaking after applying post-test.....	91
Table 11. Analysis of correlation between the pre and post-test results.....	102

LIST OF GRAPHICS

Graph 1. Fluency results	86
Graph 2. Accuracy Results.....	87
Graph 3. Vocabulary Results	88
Graph 4. Pronunciation results	89
Graph 5. Intonation results	90
Graph 6. Fluency results	92
Graph 7. Accuracy results	93
Graph 8. Vocabulary results.....	94
Graph 9. Pronunciation results	95
Graph 10. Intonation results	96

ABSTRACT

The application of EFL Communicative Strategies represents a significant approach to overcome problems connected with speaking level. For this reason, the objective of this work was to design and apply a program based on EFL Communicative Strategies in order to improve the level of Speaking of the students of the 6th cycle of Education – English major at National University of Cajamarca. The initial stage of research used exploratory and bibliographic methods for the construction of a survey concerning perceptions about the use of EFL Communicative strategies in the classroom; it was then administered to 20 EFL students. After that, a pre-test (questionnaire) was conducted in order to examine and ascertain the level of speaking of our students. Then, there was an application of 8 lesson plans with the intention of providing our students with EFL Communicative Strategies to reinforce and improve their English level. The final stage of the research involved a post-test to find out if the use of EFL Communicative Strategies was a good means to meet the intended purpose of this descriptive and quasi-experimental research. It is of paramount importance to point out the following conclusion; that after applying the proposal, 74% of students displayed a satisfactory level of improvement in speaking while 26% are still in process of improvement.

Key words: EFL Communicative Strategies, Speaking level, Didactic proposal

RESÚMEN

La aplicación de Estrategias Comunicativas en el área de inglés como idioma extranjero representa un enfoque significativo para superar problemas relacionados con el nivel del habla. Por esta razón, el objetivo de este trabajo fue diseñar y aplicar un programa basado en Estrategias Comunicativas en el área de inglés como idioma extranjero para mejorar el nivel de habla de los estudiantes del 6° ciclo de Educación – Especialidad de inglés de la Universidad Nacional de Cajamarca. La etapa inicial de la investigación utilizó métodos exploratorios y bibliográficos para la construcción de una encuesta sobre las percepciones sobre el uso de las estrategias en el área de inglés como idioma extranjero, luego dicha encuesta se administró a 20 estudiantes. Después de eso, se realizó un pre-test (cuestionario) para examinar y determinar el nivel de habla de nuestros estudiantes. Luego, hubo una aplicación de 8 sesiones de clase con la intención de proporcionar Estrategias Comunicativas a nuestros estudiantes para reforzar y mejorar su nivel de inglés. La etapa final de la investigación incluyó con un post-test para averiguar si el uso de Estrategias Comunicativas era un buen medio para cumplir con el propósito de esta investigación descriptiva y cuasi-experimental. Es de suma importancia señalar la conclusión siguiente; que después de aplicar la propuesta, el 74% de los estudiantes mostró un nivel satisfactorio de mejora en el nivel del habla mientras que el 26% todavía está en proceso de mejora.

Palabras claves: Estrategias Comunicativas EFL, Nivel del habla, Propuesta didáctica

INTRODUCTION

Cognizant of the importance of learning a language, namely English and how this language has expanded throughout the world in leaps and bounds, teachers of English now need to get a firmer grip on the foundations of a language since it is of utmost importance in a world that progresses rapidly in almost every field of knowledge. Unfortunately, English has been taken for granted over the last years and we are paying the price in terms of employment. According to a recent report dated February 1st (2017) conducted by Francesca Falcone, Country Manager of EF Peru argued that "60% of Peruvians pass up job opportunities or work improvements because they do not know English. In the case of executives, only 40% of them have an advanced level of English. While 39% of them have intermediate and 21% basic level, explained Falcone.

Fortunately, to tackle this pressing problem, Peru has undertaken a new reform to seek to be a bilingual country in 2021 and has deployed all its resources to obtain the best possible results for the intended year. Evidently, future English teachers need to enhance their academic performance not only in terms of English proficiency but also in methodology and strategies since now more than ever it is a matter of greatest importance to provide society with efficient and competent educators in the area of English as a foreign language.

We would like to get straight to the point of the problematic situation encountered in our experience as teachers of English in the National University of Cajamarca (UNC). We paid special attention to the distinct absence of EFL Communicative Strategies in both teachers and students.

It is worth pointing out that the strategies are a compelling need for teachers and students alike, namely, if teachers of English manage to apply what they have learnt in relation to EFL strategies, students of English will be benefited from the enriching lessons likewise. First of all,

to gain better insight into the intention of this work, we will provide a brief focus on historical and definition grounds regarding the EFL Communicative Approach since it is a widely used method but that has not been properly applied.

According to Norland (Norland, 2006) the Communicative language teaching (CLT) was developed in the 1960s from the research and writings of applied linguists in both Europe and North America who emphasized that language equaled communication (Canale & Swain, 1980; Savignon, 1983; van Ek, 1975). In Europe, this approach led initially to the institution of the notional-functional approach. In CLT, the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence. Communicative competence is most frequently defined as the ability to create meaning when interacting with others in the target language. Thus, the focus in CLT is on communication in authentic situations” Since the 1970s, this approach has been expanded and has come to play a significant role in most contemporary language teaching situations. (p.18)

It is observed that English students at The National University of Cajamarca have not developed ELF Communicative Strategies and if used, have not contributed to the improvement of the aforementioned problem. Consequently, they have evident problems communicating their ideas fluently and accurately. When our students are required to engage in spoken English settings, the researchers could observe that they tended to make frequent hesitations and struggled to express their ideas smoothly. They tended to resort to speaking in their mother tongue so as to keep an ongoing conversation. They failed to restart the conversation or use fillers to create a delay or hesitation during conversations. In other words, they were unable to carry on the conversation during times of difficulty, they did not use expressions such as

“Well”, “I mean”, “Actually”, “you know”, “Let me think”, “I’m not sure but...etc. Therefore, this is a clear instance that an aspect of strategic competence needs to be covered.

As far as we could see, there is a distinct absence of knowledge connected with Strategic Competence since students are not familiar with the use of verbal and non-verbal communication strategies to rectify for breakdowns in conversations or to improve the effectiveness of communication. For instance, students may lack a particular word or structure and have to use a paraphrase or circumlocution strategy to compensate for the disruption in communication.

Furthermore, regarding this issue, it is seen that there are some shy students who are quite reluctant to speak in English and the reasons are related to the absence of the use of EFL Communicative Strategies. Regarding this argument, Griffiths (2008) makes the following statement:

They did not know how to deal with inhibitions such as fear of appearing foolish or of making mistakes. They also are unable to use clues to guess meaning, for instance nonverbal, word association, and general knowledge. Moreover, they did not use a variety of techniques such as circumlocution, paraphrasing, or gestures in order to learn from communication.

As Griffiths argues, although personality traits might be one cause of not engaging in communication successfully, the primary obstacle for students is the lack of knowledge of strategies and techniques when undertaking a communicative task or activity that hinders communication.

Regarding the situation at National University of Cajamarca, it has been clearly noticed that pre-service teachers have encountered major problems when communicating too. When it comes to speaking in class, they usually resort to speaking in Spanish, using words such as: “este”, “bueno”, “qué más”, “ya”, “¿qué más? Etc. On the whole, the main focus of attention seemed to

have been grammar, vocabulary and writing. Students seem to be unable or unaware of developing Communication skills.

The underlying intention of this academic research is to provide our students appropriate EFL Communicative Strategies through the development of a plethora of speaking Communicative Strategies that will help them to solve and overcome the different problems that our students find when they try to communicate in the target language (English). In other words, to help our students improve their speaking level. The development of this skill is very important because it will allow our students to communicate effectively in the target language (which is the purpose of any language: communication).

Finally, this study underscores the need of raising awareness regarding the compelling need of a program or proposal of EFL Communicative Strategies.

The main objective of this study is to design and apply a program based on EFL Communicative Strategies in order to improve speaking level of the students of the 6th cycle of Education – English major of UNC, in 2016.

To get this objective, and validate the proposal, some specific objectives have been set:

- To elaborate adequate tools to find out the level of speaking of the students of the 6th cycle of education, English major of UNC.
- To find out the level of speaking skills in students from UNC.
- To design and implement a program based on EFL Communicative Strategies in order to improve the speaking level of the students of the 6th cycle of Education – English major of UNC.

Furthermore, this thesis seeks to demonstrate the following hypothesis: If a didactic proposal based on EFL Communicative Strategies is applied among the students of 6th cycle of Education – English major at UNC, then they will improve their level of speaking.

The present thesis is presented in three chapters:

Chapter 1 provides an analysis of the object of study, the authors present the problematic aspect of the object of study, the location where the research was conducted, how the problem arose, its characteristics and a description of the methodology that was adopted to conduct this research.

Chapter 2 provides the theoretical basis of this work, its focus on relevant sources of background literature such as approaches, implications, theories, studies and that substantiate the use of EFL Communicative Strategies to improve the level of speaking from a Communicative stance. Likewise, the authors provide information about what a strategy is; what speaking is, what hindrances in speaking are common and other things concerned to the research.

Chapter 3 provides the results and deliberation regarding the research, it is the practical part of the research and it is based on the findings of a pre-test and a post-test that the writers applied to the students during this research. It also includes the theoretical proposal to solve the problem boarded.

Finally, the writers present the conclusions and the recommendations after applying and completing the research.

CHAPTER I:

ANALYSIS OF THE

PROBLEMATIC

EDUCATIONAL REALITY

OF NATIONAL

UNIVERSITY OF

CAJAMARCA

In the forthcoming chapter, the researchers will make reference to the current educational milieu from a sequential perspective, ranging from the international view of the problematic to the national and local view of the aforementioned problematic.

1.1.LOCATION AND HISTORICAL BACKGROUND ABOUT NATIONAL UNIVERSITY OF CAJAMARCA

Peru is the third largest country in South America after Brazil and Argentina.

Surface Area: With an area of 1,285,215 km², Peru also holds 200 miles of Peruvian coast and has territorial rights of an area of 60 million hectares in the Antarctic. Peru is divided into 24 departments. Lima is the capital of Peru.

Population: Peru is a nation of mixed ethnic origins. Throughout its history, Peru has been the meeting ground for different nations and cultures. The indigenous population was joined 500 years ago by the Spaniards. As a result of this encounter, and later enriched by the migration of African blacks, Asians and Europeans; the Peruvian man emerged as the representative of a nation whose rich ethnic mix is one of its main characteristics. Peru has a total of 31.038.000 inhabitants, 72,3% live in urban areas and a 27,7% in rural.

Language: As part of its rich cultural tradition, Peru features many different languages. Although Spanish is commonly spoken across the country, Quechua is a major legacy of the Inca Empire, and is still spoken with regional dialects in many parts of Peru. In addition, other languages are spoken such as Aymara (in Puno) and a startling variety of dialects in the Amazon jungle, which are divided up into 15 linguistic

families and 43 different languages. An 80,3% of the populations speak Spanish, a 16,2%



Quechua and 3% other dialects. (Plenary Meeting , 2013).

Cajamarca Province is the capital of Cajamarca Region; is geographically located on the north of Peru at an altitude of 2,750 m.a.s.l. in the Andean zone and to the south of the region to which it belongs, between 07°09 south latitude and 73°30' west longitude. It is framed within the following limits: North, Provinces of Hualgayoc and Celendin; South, with the provinces of Cajabamba and Otuzco (La Libertad Region); East, with San Marcos Province and West with the provinces of San Pablo and Contumaza.

As it is shown in the table below, the province comprises 12 districts which occupy an area of 2,979.78 km² and a population calculated by 2007 Census of 316,152 inhabitants. The capital of Cajamarca Province is Cajamarca City, located on the Eastern Watershed of the Andes Mountain range at 2,750 m.a.s.l. at 856 km north from Lima city. The city of Cajamarca is located in the parallel 7°09'25" south latitude and the meridian 78°31'3" west longitude.

La Encañada and Cospán are the districts with largest areas, as a whole, they occupy 48% of the province's area; Llacanora is the district with the smallest area with only 1.64% of the province's territory. The altitude of the districts ranges between 3,098 m.a.s.l. for the highest altitude, La Encañada and 1,290 m.a.s.l. for the least altitude, Magdalena.

The districts of Matara and Namora, included in the Project, are among those with the smallest areas, with a relatively low demographic density of 63 and 52 inh/km² respectively, superior to those of the districts of Cospan (14 inh/km²) , Encanada (36 inh/km²), Jesus (46 inh/km²) and Magdalena (43 inh/km²).

Table 1. Cajamarca Region, area, population and demographic density

			Population	Density
		Area Km2	2007	Pop/km2
Region		33,317.54	1,387,809	42
Cajamarca	Province	2,979.78	316,152	106
	Distritos			
	Cajamarca	382.72	188,363	492
	Asunción	210.18	11,757	56
	Chetilla	73.94	4,005	54
	Cospan	558.79	7,859	14
	Encañada	635.06	23,076	36
	Jesus	267.78	12,240	46
	Llacanora	49.42	4,905	99
Los Baños del Inca		276.40	34,749	126
	Magdalena	215.38	9,191	43
	Matara	59.74	3,752	63
	Namora	180.69	9,466	52
	San Juan	69.66	4,789	69

Source: INEI. Population and Housing Census 2007

National University of Cajamarca was founded in 1962, Universidad Nacional de Cajamarca (English: National University of Cajamarca) is a non-profit public higher education institution located in the large town of Cajamarca (population range: 50,000-249,999 inhabitants).

Officially accredited/recognized by the Ministerio de Educación, Peru (English: Ministry of Education, Peru), Universidad Nacional de Cajamarca (UNC) is a small (enrollment range: 5,000-5,999 students) coeducational higher education institution. Universidad Nacional de

Cajamarca (UNC) offers courses and programs leading to officially recognized higher education degrees such as bachelor degrees, master degrees, and doctorate degrees in several areas of study. UNC also provides several academic and non-academic facilities and services to students including a library, as well as administrative services.

The creation of the National University of Cajamarca is the result of the popular aspirations of people who wished a university for Cajamarca, the federation of Educators of Cajamarca were who initiated the noble purpose of gestating a center of higher education for the youth and the people of this ancient land since 1957 under the leadership of Dr. Zoilo Leon Ordoñez and a group of illustrious teachers.

Finally, on February 13th, 1962 the Law No. 14015 was enacted, and thus the Technical University of Cajamarca was created and on July 14th of the same year the University began its operation with six Schools, Rural Medicine, Agronomy, Veterinary Medicine, Education, Mining and Metallurgy, Economics and Business Organization; today the University has another regulatory structure, building its foundations on academic training, social research and outreach; with ten faculties, Education, Engineering, Agricultural and Forestry Sciences, Health Sciences, Economics, Accounting and Administrative Sciences, Social Sciences, Veterinary Science, Animal Science, Human Medicine and Law and Political Science, this Higher House of Studies gradually has gained a place thanks to the tenacity and dedication of their teachers, officials, students, graduates and servers who each year in the various facets and disciplines are deservedly increasing their presence.

In addition to its own university community, the staff has had a bright and generous contribution of intellectuals and teachers, with the help of institutions of science, technology and culture, both

in our country and abroad. The university has currently 4 sub-Venues in different provinces of the Region: Jaen, Bambamarca, Celendin and Cajabamba.

MISSION

We are a University committed with the professional academic formation of undergraduate and postgraduate students, contributing to regional and national sustainable development with a high scientific, technological and humanistic level with moral principles, ethical values, leadership, and high commitment to the environment.

VISION

To be a leading university in the north of the country, shaper of academics, competitive professionals and high-quality researchers with values and social responsibility, thus contributing to social development of the country, developing in a modern environment, with infrastructure and cutting-edge technology, and with competent teaching and administrative staff and identified with the institution.

1.2. HOW THE PROBLEM ARISES

Nobody would dispute the fact that English has become a language of utmost importance all around the world and in Peru with the new reform conducted by the government, which intends to become Peru a bilingual country in 2021, it is evident that English is by far a very influential language. For this reason, future English teachers need to be aware not only of their academic performance but also of their competence in terms of strategic competence since it is important to have efficient and competent educators.

1.3. INTERNATIONAL, NATIONAL AND LOCAL CONTEXT

1.3.1. INTERNATIONAL MILIEU

It is widely known the importance that acquiring a foreign language plays in the development of a person. Researchers argue that the benefits about learning a new language are outstanding and diverse. For instance, research argues that bilingual learners may well delay Alzheimer's and boost brain power, learning a language also helps self-conscious students be more confident when using new collaborative language learning, which by the way, is closely connected with the communicative approach.

This remark is backed up by several researchers such as Schweizer (2011), who argues that much of the research on delaying the onset of symptoms of Alzheimer's disease (AD) has focused on pharmacotherapy, but environmental factors have also been acknowledged to play a significant role. Bilingualism may be one factor contributing to 'cognitive reserve' (CR) and therefore to a delay in symptom onset. Apart from that, students can have a wide range of opportunities in a great deal of fields of study and work since English now is the *lingua franca*. Regarding the previous claim, we have the following fact. "By the end of the twentieth century English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people ... Just as in the Middle Ages Latin became for a time a language of international communication.....so English is now commonly used for exchanges between, say, Japanese and Argentinian business people....English is also, of course, a mother tongue for many people in the world" (Harmer, 2007).

Around the world, the expansion of English has become clearly evident. The number of language institutions is on the increase. The impact of English on present-day societies is profound and it is manifested in the reality of our region.

According to (Lujan, 2012) English is like no other language in its current role internationally, indeed like no other at any moment of history. Although there are, and have previously been, other international languages, the case of English is different in fundamental ways: for the extent of its diffusion geographically; for the enormous cultural diversity of the speakers who use it; and for the infinitely varied domains in which it is found and purposes it serves.

Interestingly, from an International English Assessment angle, Peruvians students' performance has displayed the following scores.

Peruvian IELTS and TOEFL scores reflect a low to medium level of English, roughly equivalent to B2 / C1.

Table 2. Cajamarca Region, area, population and demographic density

Common European Framework of Reference for Languages	TOEFL iBT	Academic IELTS
C2	120	9
C2	110	8
C2	100	7.5
C1	99	7
C1	84	6.5
B2	80	6.6
B2	71	5.5
B2	61	5
B1		4.5-5
B1		4
A2		

Source: British Council

There are other worthwhile references to make regarding English in Peru and this has to do with the International College of Economics and Finance (ICEF), which reports that 24,000 Peruvian students studied abroad in 2011 and it is also believed that the arrival of foreign students to Peru

is increasing, especially among American students. However, despite these promising trends, the World Bank indicates that while it is true that Peruvian universities seek to participate in activities internationally, they do not strive to reach an inherently international level. Peruvian professors do not often publish in English: An academic stated that this is due in part to the difficulty of writing in a concise and academic style typical of specialized magazines written in English.

1.3.2. NATIONAL MILIEU

Regarding Peru, nobody would dispute the fact that in our country this language has been taken for granted, especially in public education. Indeed, learning a language has been relegated as an unimportant issue since students are unable to speak the target language smoothly and they still struggle to utter some straightforward sentences to keep a conversation going. Facing the fact that culturally talking, English has not been given the importance that it should, it is evident also that school is not responding effectively since the results are unsatisfactory educationally talking. Students are leaving school and university without showing a reasonable command of the target language. However, since 2015 there have been certain changes towards the English language Reform. Regarding this idea, it is important to address the following study.

“In Peru, English is widely accepted as a language for business and the government aims to improve competitiveness for national companies, so they may arise, and the economic growth can continue. Improving the skills of the workforce is especially important as the population ages. Historically, the approach to educational reform and English has been very fragmented and this reflects the frequent and dramatic political changes. However, in recent years, we see more boost and in this context, Peru has set the goal of bilingualism in Spanish and English for 2021. The current reform in the teaching of English aims to provide quality courses at low cost by

public education system. By forging alliances with foreign governments, universities and international organizations, Peru aims to promote English language training for teachers introducing teaching methods and innovative materials. The government has also partnered with foreign institutions to send Peruvians teachers abroad to be trained and bring to Peru native English teachers” (British Council, 2015).

Unfortunately, some students and teachers believe that learning English means merely focusing their attention on grammar, vocabulary and writing. They have become quite reluctant to develop communication skills. Teaching or acquiring Speaking skills have always been neglected maybe because it is not an easy job in the whole language learning – teaching process since it implies mastering strategies, techniques and above all plenty of practice.

In our country for example, there are not many schools or universities, which put methods, techniques or learning strategies into practice in order to develop communication skills. Furthermore, a few researchers have paid special attention to this topic in our country. In Peru, adolescents, under 18, represent 35% of the country's total population. An important figure that represents the generation that will be integrated into the world of work in the coming years as the protagonist of the country's change and development. Recognizing and strengthening Secondary Education to train young people has been a primary concern for the Government so these young people could be able to cope and deal with the demands and opportunities they encounter in their path. It is also necessary to create greater opportunities for adolescents to continue their vocational training or to enter the workforce.

In this context, the Ministry of Education proposes “La Jornada Escolar Completa” (JEC), a model of educational service that seeks to improve quality by expanding the learning opportunities of students in public secondary schools. The proposal began in March 2015 in

1,000 public schools in all regions. Subsequently, it will be implemented progressively to achieve full coverage by 2021. In the same way, the teacher will be provided with tools such as units and learning sessions and trainings to integrate the use of technologies in the teaching and learning process. The Jornada Escolar Completa offers more hours, better quality and greater opportunities according to the Government objectives in National Education. (JEC, 2017)

In relation to Private Education, it is generally accepted that the quality of education in private schools is better than in public schools; students in private schools have better learning outcomes and benefit much more from education. A recent study showed that "public-private" differences in benefits are more pronounced. Private schools have to follow certain rules established by MINEDU and national guidelines including the teaching of certain subjects in Spanish.

Table 3..Number of students enrolled per level, 2013

Pre-primary education, private institutions, men and women	460,775
Primary education, private institutions, men and women	926,193
First stage of secondary education, private institutions, men and women	559,620
Second stage of secondary education, men and women	260,280
Total secondary education, private institutions, men and women	819,900

Source: UNESCO Institute for Statistics

According to the (British Council, 2015), it is generally thought that private schools offer better quality of English teaching, more opportunities to learn and practice the language. English is taught in many private schools and they have incorporated English more significantly into their curriculum, offering approximately ten hours of English learning per week. Private schools can also attract the best teachers, who have local and sometimes international qualifications, offering significantly better salaries. They may also provide more resources, subject materials

and support to help teachers achieve their goals. Until very recently, there was little consensus on government policy to include English in higher education.

Professional teacher training schools were forced to close English language pedagogy programs due to lack of students, while universities did not apply standardized English language requirements for candidates and graduates: Some higher education institutions may include questions in English as part of the admission exams or as a requirement to ensure that students can understand the articles in English that are relevant to the course. Some institutions may offer compulsory classes as part of the requisite for graduation, while others may have requirements of a certain level of English spoken to enroll. Some universities, as well as military academies, require a level of English B2 when graduating, although this is not necessarily demonstrated by obtaining an international certification. The overall result of these mixed approaches is that, with some notable exceptions, students graduate from Peruvian universities with elementary English skills. This is beginning to change as a result of recent English language reforms. It is expected that the new Policies for teaching English in schools to work at universities and the need of more qualified English teachers at universities. The importance of English at the university level has been established in legislation:

Law 30220 states that knowledge of a Foreign Language, preferably English, is necessary at the undergraduate level, while Law 23733 states that it is needed a foreign language for master's degree programs and two are required for doctoral programs. The internationalization of higher education in Peru is increasing and universities are participating in the exchange of teachers and students.

1.3.3. LOCAL MILIEU

Regarding the situation at National University of Cajamarca, it has been clearly noticed that pre-service teachers have encountered major problems when doing a master class. In terms of methodology and strategies, they have a reasonable knowledge of this. However, when it comes to speaking in class, they usually resort to speaking in Spanish and their low English level in terms of speaking is easily identified.

With respect to the requirements to be accepted at the National University of Cajamarca - Faculty of Education, in the English specialty, students are required to pass an entrance exam, which tests your general knowledge and aptitude to study Education. However, this entrance exam does not test students' English level. Some students apply for the specialty of English with little or no knowledge of English and this is the reason why there are some students who struggle and strive from the very beginning to learn the language. Moreover, some English undergraduate students display difficulties when doing their observed undergraduate classes especially with the spoken use of the language. Apparently, strategies for developing speaking skills have passed largely unnoticed. The underlying reasons why students are not able to manage communicative and daily speaking situations is because they have only been oriented to learn and practice grammar and vocabulary. In other words; students have simply been trained to become just passive and receptive learners because they are only learning English to pass exams but not to be communicative. Furthermore, almost every single student graduates from University without even a Preliminary English Test, an international certification that validates Intermediate English level. Therefore, international examinations have been not considered or undervalued. Evidently, students are not motivated and show no or little interest in sitting for any of these examinations because they think it is too demanding or cannot afford it.

With respect to prerequisites for graduation, it is compulsory for most UNC students to validate an elementary level of English by means of a certificate while few careers such as Hydraulics and Mining Engineering, students are required to certify an intermediate level. Predominantly, students take English classes in the language Center of the National University of Cajamarca. There are other popular institutions such as ICPNA, Oxford, UK Vivential and others, which offer English courses with certification accepted locally too. However, in most cases, students go to the Language Center of the National University of Cajamarca.

1.4. HOW THE PROBLEM STATES AND ITS CHARACTERISTICS

English has become our global lingua franca today. However, for some students it has become the stumbling block in the reaching of fluency. These students are being held back by something that impedes them from improving their English level. Some students feel out of their depth when learning a language whereas other students seem to learn effortlessly. However, language learning is not a gene that we have or do not have, it can be treated with a few doses of EFL Communicative Strategies and putting in some hard work.

Unfortunately, most teachers in Cajamarca have long used the Grammar-Translation Method. It is important to point out that the grammar-translation method has fallen short in fostering Communicative ability. However, these types of grammar-based approaches are still in common use in Cajamarca.

This approach has been used in Cajamarca for many years and it is still used. The influence of this approach is reflected in how classes are organized, and the outcomes obtained are purely grammatical. Students are unable to keep a conversation going but are able to complete a series of grammatical or lexical exercises.

On the other hand, over the years a new approach has been developed, namely, the Communicative Language Teaching approach. Regarding this subject, Norland (2006) says that: It is observed that English students at The National University of Cajamarca have not developed ELF communicative skills and the strategies and techniques used for developing speaking skills have not contributed to the improvement of the aforementioned problem. Consequently, they have evident problems communicating their ideas fluently and accurately.

When our students have to communicate using English, we can observe they tend to make frequent hesitations and struggle to express their ideas because they lexically talking are still incapable of forming more complex structures in order to keep an ongoing conversation.

In terms of studying conditions, they are certain drawbacks which prevent students from having better opportunities to use the language. Our classrooms are not fully equipped except just for 1 classroom where an overhead projector and speakers have been incorporated but the rest of classrooms have been not equipped at all.

Most of our students come from different educational backgrounds whose English level is evidently diverse. Students when tackling speaking tasks, they more often than not feel out of their depth. What's more? Regarding the exposure, they are exposed to is minimal which usually results in a gap that is difficult to fill in.

We as teacher have to face and live with this reality in our daily classes, because it is frustrating not to know how to help our students to overcome this challenge and listen to them talking in English effectively.

The transcendental reason why teachers have not solved this problem yet is that they have no a clear view of how to overcome it. In other words, there has not been the correct use of effective

EFL Communicative Strategies and techniques carried out at The National University of Cajamarca in order to help our students to develop and improve their level of speaking.

They really need to be equipped with affective EFL communicative strategies in order to communicate and maintain conversations with others successfully. In addition, it is seen that there are some shy students who do not speak English at all. According Griffiths (2008), it is because they did not know how to deal with inhibitions such as fear of appearing foolish or of making mistakes. They also are unable to use clues to guess meaning, for instance nonverbal, word association, and general knowledge. Moreover, they didn't use a variety of EFL strategies such as circumlocution, paraphrase, or gestures in order to learn from communication. As teachers, we need to cater for our students' needs. Thus, the use of EFL communicative is of paramount importance to achieve the intended improvement of English level.

1.5. METHODOLOGY

This research project is quasi-experimental because it is oriented to know, analyses and proves if the didactic proposal based on EFL Communicative strategies to improve the level of speaking of the students from the 6th cycle of Education – English specialty from the UNC, in 2016.

1.6. RESEARCH DESIGN.

The design is as follows:

G	01	02	X
---	----	----	---

Key:

G= GRUPO

01= PRETEST

X= TRATAMIENTO

02= POST TEST

1.7. POPULATION AND SAMPLING

a) POPULATION:

There is a population of 20 students of the 6th cycle of Education – English specialty at the National University of Cajamarca.

Table 4. Students of the 6th cycle of Education – English major

English level	Male students	Female students	Total students enrolled
Elementary	3	17	20

Source: The chart above was provided by the English Assessor (taken from the Evaluation Assistant Register 2016 I & Elementary level of the 6th cycle of English specialty) at National University of Cajamarca.

b) SAMPLING:

It will be composed by the same number of students of the 6th cycle of English speciality at the National University of Cajamarca. In order to conduct this project, it was of utmost importance to take into consideration the following methodology:

The first step to follow was to carry out a bibliographic information method connected with the intended need subject of research which is EFL Communicative Strategies. On the one hand, the qualitative method was regarded with the objective of having clear insights into the underlying reasons, opinions, and motivations of the problem identified and on the other hand, quantitative research was conducted in order to use measurable data to formulate facts and uncover patterns in research.

The research paper is designed in two phases:

1. An exploratory diagnostic of the subject of research. This provided an insight into the problem concerned (dependent variable) in order to make a selection of the research techniques.
2. The second phase took the variable into consideration. The independent variable plays

an important role due to the relationship with the proposal. (independent variable)

The first step was the collection of bibliographic information related to the use of EFL Communicative Strategies. The sources used to collect the information for this dissertation has been extracted from books, digital books, websites, thesis, and articles. After that, a survey in the form of a questionnaire was conducted on October 11th, 2016 in order to collect information about their knowledge of the nature of EFL Communicative Strategies and the components of the skill of speaking. The next step was to create a pre-test in order to examine and ascertain the level of speaking of our students with the intention of proving them with EFL Communicative Strategies to reinforce and improve their English level.

This pre-test was applied to 20 students. It included an oral activity (questionnaire in pairs) and it was held on October 14th, 2016 (see appendix 1). The following stage was the production of 08 lesson plans (see appendix 2) which were elaborated by the researchers based on EFL language teaching approach especially for elementary students to improve their level of speaking during the month of October, November and December.

After four months of the application of the lesson plans, a post-test was applied to find out if the use of EFL Communicative Strategies was a good means to meet the intended purpose of this research. The post-test was applied on January 20th, 2017.

CHAPTER II

THEORETICAL –

CONCEPTUAL

FRAMEWORK

2.1. BACKGROUND INFORMATION

Despite the fact that the speaking skill is sometimes put aside because of the lack of information to facilitate this English skill and make an appropriate use of its EFL communicative strategies, there are some researchers who have investigated about this topic.

a) “IMPROVING SPEAKING SKILLS THROUGH THE LEARNING COMMUNITY TECHNIQUE”

(Munawar,2015) The current academic issue was developed considering as its principal aim discover if there was an improvement in students’ English-speaking skills through the Learning Community Technique (LCT). The subjects of the study were the students in class eleven in a high school in Bireuen, Aceh Province. This study is a collaborative classroom action research project carried out in two cycles, and each cycle was conducted over three meetings.

In order to collect the necessary data were used an observation sheet, self-assessments of participation in groups, and questionnaires.

In accordance with the statements above, the objectives of the research are:

1. To describe the implementation of LCT in teaching speaking in English.
2. To find out whether LCT improves the performance of the students in speaking English.

Based on the results of this study, it can be concluded that LCT was able to improve the performance of the students in speaking English.

The researchers considered this information very useful because there was a similarity between the aim of the objective of the researchers and the aim of this research considering teaching speaking in English is to train students to be able to express meaningful and contextual communications in English as in real life.

b) “IMPROVING STUDENTS’ SPEAKING SKILLS THROUGH SPEAKING BOARD GAMES OF GRADE VIII OF SMP N 13 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014” (LIA AMALIA NIRMAWATI,2015)

The researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. The main data of this study which are in the form of vignettes – collected by conducting classroom observation and transcripts – collected by conducting interview were analyzed qualitatively and supported by other data such as photographs and videos which were also analyzed qualitatively and students’ scores which were analyzed quantitatively using descriptive statistics. The finding of this study is that the use of speaking board games to teach speaking improved the students’ speaking skills at SMP N 13 Yogyakarta. The results of the research show that there was improvement of the students’ speaking skills in some aspects, such as pronunciation, vocabulary, accuracy and fluency. On the other hand, there are many problems found related to speaking skills in the teaching learning process, but it is impossible to solve all the problems. Therefore, the researcher limited the problems. It would be focused on the technique to teach speaking. The researcher believed that by using speaking board games in the teaching and learning process the students’ speaking skills would be improved.

c) “USING CREATIVE STRATEGIES TO PROMOTE STUDENTS’ SPEAKING SKILLS”

(Khameis,2006) The research was carried out in a classroom of twenty Grade Five Arabic-speaking girls where English is taught as a foreign language. I decided to investigate the teaching of speaking, and this topic was chosen because I noticed over the four years of

teaching practice placements in my degree program that reading and writing skills are mostly emphasized in EFL classrooms in Emirati state schools, but speaking and listening are largely ignored.

The researchers considered this thesis because the participants were students who were learning English as a foreign language; what is more, Speaking was neglected only considering the development of Reading and Writing.

d) “THE IMPACT OF TEACHING COMMUNICATION STRATEGIES ON EFL LEARNERS’ WILLINGNESS TO COMMUNICATE”

(Abulfazl Mesgarshahr et Esmaeel Abdollahzadeh, 2014)

This study investigated the impact of teaching communication strategies (CSs) on Iranian EFL learners’ Willingness to Communicate. To this end, 8 intact classes were included as the experimental and control groups. Communication strategies refer to all those techniques that language learners employ, in spite of a deficient language competency, when target language items are not available. The participants of this study were 120 EFL learners (78 females and 42 males) in a private language institute. All the participants had completed four terms at the elementary level as well as the Key English Test (KET) to start the pre-intermediate level. They ranged in age from 15 to 40 years.

The data in this research was analyzed using independent sample t-test and the results showed no significant difference between male and female students in WTC, perceived competence and communication apprehension. For this reason, the researcher considered this example of searching useful because the members are male and female similar to the sample of students at the national university of Cajamarca.

2.2. THEORETICAL BASIS

2.2.1. SPEAKING

1) WHAT IS SPEAKING?

The skill of speaking has been defined in a wide range of terms. For example, some researchers make a connection between speaking and writing since they are regarded as productive skills. For instance, Spratt (2011) defined “speaking as a productive skill, like writing. It involves using speech to express meanings to other people” (p.34).

However, there are some other researchers who have made a slightly different connection as depicted in the following remark: Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy. At the same time, we also need to get a clear message across and this involves choosing appropriate content or ideas to suit a situation, e.g. deciding what is polite or what might appear rude, how to interrupt or how to participate in a conversation. All this involves practice in language fluency. Both types of practice are equally important, although some traditional approaches can concentrate rather too much on accuracy tasks which result in students speaking like a grammar book (Lavery, 2001, p.36).

Others address speaking as a skill related to listening. According to Brown (2005) from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses (p.267).

Based on these concepts, we can distinctly argue that speaking is a skill, which has close connections with writing and listening.

2) SPEAKING SUB-SKILLS

According to Lackman (2010) states that rather than just have in our classes students who ‘speak’ in the classroom, we as tutors should be teaching them specific speaking skills known as sub-skills or micro skills. In order to overcome lack of confidence, vocabulary, opportunities to speak and so on. Since conversations outside the class are bound to be better learning experiences than those inside the class, rather than trying to duplicate real world conversations in the classroom, we should be teaching students skills they are not likely to learn outside the classroom. By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal (p.2)

Table 5. Definition of speaking components

Components	Application
Fluency Students practice speaking with a logical flow without planning or rehearsing	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards)
Accuracy with Words & Pronunciation Students practice using words, structures and pronunciation accurately	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy
Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc	Activities which stress that verbal communication is for a reason or function. Role-plays and simulations are ideal
Appropriacy Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.	Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.
Turn-taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length	Activities that demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market

Students practice speaking at a length appropriate to a situation	research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.	Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.	The spontaneous nature of conversation requires that participants constantly have to make sure that what’s being said is understood. When misunderstanding is suspected, a participant will ‘repair’ parts of the conversation. The most common form of repair is repetition and individual words, or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven’t been understood or as listeners they can repeat to seek clarification or correction from the speaker
Range of Words and Grammar Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately.

Source: Teaching Speaking Sub-skills, 2010

Concerning subskills or microskills in the field of EFL, it is important to point out how microskills are seen from another perspective. In the following description there is a list of communicative microskills. An idea of Richards (1983), which was read in a publication of Brown (2000) says that:

- 1) Produce chunks of language of different lengths.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Produce chunks of language of different lengths.
- 11) Orally produce differences among the English phonemes and allophonic variants.
- 12) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 13) Produce reduced forms of words and phrases.

- 14) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 15) Produce fluent speech at different rates of delivery.
- 16) Monitor the oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- 17) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 18) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- 19) Express a particular meaning in different grammatical forms.
- 20) . Use cohesive devices in spoken discourse.
- 21) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 22) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 23) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 24) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 25) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.2.2. KEY CONCEPTS AND PRINCIPLES IN SPEAKING.

In order to clarify and become acquainted with the nature of speaking, it is noteworthy to point out certain fundamental notions regarding the speaking foundations: According to Spratt et al (2001), the focus of speaking should have the following concepts:

- Students' speaking skills can be developed by focusing regularly on particular aspects of speaking. E.g. fluency, pronunciation, grammatical accuracy, body language.
- Control practice is used, it basically refers to activities in which they can use only language that has just been taught. This kind of speaking has limitations since they just focus on accuracy in speaking and not on communication, interaction or fluency.
- Tasks and less controlled practice activities give more opportunity than controlled activities for learners to practice communication, interaction and fluency.
- Sometimes learners speak more willingly in class when they have a reason for communicating. E.g. to solve a problem.
- Speaking is a complex skill, it is very likely that student will need a lot of help to prepare for speaking. E.g. practice of necessary vocabulary, time to organize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in conducting a task, before they engage in a speaking activity.
- Beginners and children may well need time to take in and process all the new language they hear before they produce it in speaking.

The activities usually follow this pattern.

1. Lead-in: introductory topic, sometimes activities focusing on new language.
2. Practice activities or tasks in which learners have opportunities to use the new language.

3. Post-task activities: activities in which learners discuss the topic freely and/or ask the teacher questions about the language used.

Regarding the foundations and principles of the speaking skill, we can see that there is a stream of concepts and notions that are of utmost importance to consider in order to conduct a speaking lesson. Concerning this compelling topic, we are going to address what other researchers have contributed in terms of speaking concepts and principles.

- **Personal response.** Give students tasks which ask them to contribute information about themselves.
- **Variety of responses.** Give them dialogues which require more than one set response, so they have to decide and create their own dialogues.
- **Work in pairs or groups.** Give students tasks in which they have to communicate with others to exchange information, as this gives a greater number of students a chance to talk.
- **Varied language.** Give tasks which require the use of more than one type of sentence structure, so students get practice in combining different language forms, e.g. tenses.
- **Balance accuracy tasks with fluency work.** Make it clear that you are interested in what students are saying, not just how grammatically correct they are being! Encourage them to show verbal signs of interest: ‘Really?’
That’s interesting, I didn’t know that!’, ‘I think that’s a good idea!’, ‘Are you?’, ‘Did you?’
- **Less teacher talking time.** Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student

responses, use students to rehearse roles, get all the class to repeat key items and try to avoid lengthy explanations (Lavery, 2001, p. 36).

According to Richards (2008), states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. In relation to this academic work:

For many students, learning to speak completely in English is a priority. They may need this skill for a variety of reasons, for example to keep a rapport in relationships, influence people and win or lose negotiations. It is a skill by which they are judged while first impressions are being formed. But learning to speak completely is a complex task. Course books writers often use the term fluency to describe the aim of the speaking activities they provide (Hedge, 2000, p.261).

According to our teaching and learning experience, we consider that speaking implies being aware of the importance of this productive skill like writing. In other words, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. What is more? We could add that, we consider speaking an activity that includes two or more participants in which hearers and speakers have to react to what they hear.

2.2.3. TYPES OF SPOKEN LANGUAGE

An idea by Richards (1983), which was read in a publication of Brown (2000) says that: In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long

stretches of speech without interruption - the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations. For example, exhibit more redundancy, which makes it easy in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an “eavesdropper”. In both cases, the above conversational descriptions apply, but the major and highly significant difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarly, “familiar” participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between. Concerning this critical subject, it is of great importance to allude to the description of different speaking genres:

An idea argued by Thornbury (2005), which was read in a publication by Harmer (2007) argues that there is a distinction between transactional and interpersonal speaking in terms of functions. Transactional purpose is conveying information and facilitating the exchange of goods and services, whereas interpersonal function has to do with maintaining and sustaining good relationships with people.

The aforementioned purpose can be interactive and non-interactive. If we buy a newspaper at a news kiosk, the conversation is interactive, whereas if we leave a message on an answer phone is non-interactive. Another distinction that is important to draw is related to planned and unplanned speaking, the first one refers to a lecture or wedding speech for instance. The latter one refers to conversations that take place spontaneously when we bump into someone on the street.

The distinctions that we have drawn are necessary to clarify certain concepts. For example, a job interview can be seen in terms of purpose (largely transactional), participation (interactive) and planning (partly planned).

These distinctions are not absolute but in terms of speaking purposes, participation and planning, it can help us with providing us with combinations of these categories.

2.2.4. DIFFICULTIES IN SPEAKING

According to Brown (2000), it is necessary to consider the next characteristics of spoken language because they can make oral performance easy or in some circumstances difficult.

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and non-native speakers of a language is in their hesitation.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation phenomena.

2.2.5. ACTIVITIES TO PROMOTE SPEAKING

In our teaching experience, we as teacher have faced different circumstances where our students were unable to communicate in English in a satisfactory way, this is why English teachers should be informed about the different activities that exist to overcome this challenge.

a) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of

discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (Kayi, 2006)

b) Role play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984, quoted in Kayi, 2006).

c) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to

create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. (Kayi, 2006)

d) Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have, and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language (Kayi, 2006).

e) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas, so students will be open to sharing new ideas (Kayi, 2006).

f) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps student's express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles

or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class (Kayi,2006).

g) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class. (Kayi, 2006)

h) Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i) Reporting

Before coming to class, students are asked to read a newspaper or magazine, and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class (Kayi, 2006)

j) Picture narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating (Kayi, 2006).

k) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. (Kayi, 2006)

2.2.6. CHARACTERISTICS OF A SUCCESSFUL SPEAKING ACTIVITY.

In our opinion, it is essential to verify some aspects that involve the elaboration or selection of some speaking activities.

According to what was researched:

1. Learners talk a lot. As much as possible of the period of time allowed to the activity is in fact occupied by learners talk.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to teach others and of an acceptable level of language accuracy (Ur, 2009, p.120).

2.2.7. SPEAKING BARRIERS AND IMPLICATIONS

In relation to this issue we could say that:

Most English teachers avoid teaching speaking. This could be due to several reasons. Firstly, they themselves are not good at speaking English. So, what many of them usually do is train the students in drills or have them to answer questions. Secondly, teachers rarely use the media to support the teaching-learning processes. Thirdly, some of them have difficulty in designing/finding activities to make the students participate actively in the processes of teaching-learning speaking (Munawar, English Educational Journal, 2015).

Teachers and students have become accustomed to merely doing grammatical, lexical or reading activities passively; it has resulted in a clear neglect of the actual speaking focus.

Regarding the topic, it is worth pointing out that: the expectations of the curriculum have not yet become a reality because currently the English teachers appear to spend most of their class time on teaching reading, grammar, and playing games, so that the allocated time for teaching speaking is reduced, approaching only twenty minutes in a week or none at all (Munawar, English Education Journal , 2015)

As far as speaking focus is concerned, students have been unable to develop oral communication skills because they haven't been given enough opportunities to initiate them. However, it constitutes a very important aspect to take into consideration.

Regarding this compelling need, it is important to note the following argument: a good deal of typical classroom interaction is characterized by teacher initiation of language. We ask

questions, give directions, and provide information, and students have been conditioned only to “speak when spoken to”. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language (Brown, 2000, p. 276).

On the other hand, we could say that:

1. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have one very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones to keep to the target language.

With regard to this topic, it is important to point out the following statement:

Affective factors are the most important issues that may promote students' speaking.

Affective factors include self-esteem, emotion, attitude, anxiety, and motivation. Shumin believes that "L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension" (1997, para. 2). These are the factors that affect students' speaking in most EFL contexts and there are other issues as well. For example, the language level may be too difficult, or too much is given at once and the amount of the language the teacher gives the students in each session may be too much ... (Khameis, 2006, p.112).

2.2.8. FOUNDATIONS OF EFL COMMUNICATIVE STRATEGIES

The outcomes of using EFL Communicative Strategies to improve speaking skills in the field of EFL contexts have been addressed in the literature by a wide range of researches. Studies have shown that oral strategies can be used to enhance learner motivation and provide lexical basis to broaden their knowledge in order to use the English language in different situations.

First of all, we are going to draw the distinctions in terms of definition with regard to TOEFL and EFL contexts. According to Norland (2006), Generally, EFL is used to describe English teaching that occurs in places where English is not the native language, and ESL is used to describe English teaching that occurs in places like the United States, Canada, England, and Australia where the first language of most people is English.

1. WHAT IS A STRATEGY?

Before making further progress regarding the research study, it is of utmost importance to outline and define what a strategy is to address our topic more clearly. It is worth noting that:

Strategies are specific methods or approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized battle plans that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually; each of us has a number of possible ways to solve a particular problem, and we choose one – or several in sequence – for a given problem (Brown, 2000, p.112).

The words strategy and technique are sometimes used interchangeably. Thus, both strategy and technique will be regarded as important concepts for the development of this research paper. The following definition is important to consider: strategies are procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language (Richards, 2002, p. 515).

2. IMPLICATIONS AND IMPORTANCE OF EFL STRATEGIES IN ORAL COMMUNICATION.

Traditionally, the purpose of learning to speak in a language has been connected with reading out repetitive, monotonous and purposeless lines either in dialogues or in conversations. In language instruction, speaking activities have traditionally been oriented towards the development of decontextualized ideas and aims, which tented to result in grammatical or lexical loci only.

Regarding the nature of the mechanism used within the EFL Communicative Context, it is important to address the following statement:

“Communication strategies pertain to the employment of verbal or nonverbal mechanism for the productive communication of information. In the arena of linguistic interaction, it is sometimes difficult, of course, to distinguish between the two, as Tarone (1983) aptly noted, since comprehension and production can occur almost simultaneously. Nevertheless, as long as one can appreciate the slipperiness of such a dichotomy, it remains a useful distinction in understanding the nature of strategies, especially for pedagogical purposes” (Brown, 2005, p. 127).

According to Brown (2005), who defined communication strategies as “potentially conscious plans for solving to what an individual presents itself as a problem in reaching a particular communicative goal”.

It is generally agreed that speaking has been disregarded or overlooked in our country, especially in Cajamarca. Many teachers have been inattentive to the actual role of speaking. It is important to highlight that:

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teachers and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to *activate* the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought (Harmer, 2007, p. 123).

Raising awareness in terms of strategic competence plays a major role for teachers and students to consider, it means students should be encouraged to develop a series of personal strategies in order to provide them with strategic steps to maintain an oral activity or task smoothly.

With regard to this topic, it is important to point out the following statement: The concept of strategic competence is one that few language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practise, such as strategies as:

- Asking for clarification (what).
- Asking someone to repeat something (huh, excuse me).
- Using fillers (uh, I mean, well) in order to gain time to process.
- Using conversation maintenance cues (uh huh, right, yeah, okay, hm).
- Getting someone's attention (hey, say, so)
- Using paraphrases for structures one can't produce.
- Appealing for assistance from interlocutor (to get a word or phrase, for example).
- Using formulaic expressions (at the survival stage), (how much does ____cost? How do you get to the____?).
- Using mime and nonverbal expressions to convey meaning.

(Brown, 2000, p. 276)

Regarding strategies in the arena of teaching and learning is necessary to mention that: With the emergence of the communicative approach to language teaching and the rapid popularity of its various forms, it became widely recognized that the aim of foreign/second

language teaching is to develop a learner's knowledge of the language system as well as their ability to use it appropriately and effectively. This is in fact what Hymes implied in his term "communicative competence" advocating integration of linguistic theory with the theory of communication and culture. Orienting the whole of language teaching methodology towards communicative competence has encouraged research into this concept and its components. Among its various interpretations the theoretical framework suggested by Canale and Swain have probably been the most influential in terms of conceptualizing the subject matter of language teaching. They see communicative competence as composed of three main components: grammatical competence, sociolinguistic competence and strategic competence (adding later the fourth component – discourse competence). The aspect that distinguishes this model from Hymes' or several other models is strategic competence, which they describe as "made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p.30).

This definition has undergone serious changes and at present few interpretations of strategic competence are restricted to communication strategies (CSs) dealing with "breakdowns in conversation". However, problematicity still remains as one of the defining criteria. Considering the fact that in foreign language teaching we are dealing with individuals who will most probably not be able to achieve the so called, native-like mastery", we need to be aware of the fact that they will always experience difficulties in communicating meaning due to limitations in the mastery of the target language. Thus, there will always be a need for using communication strategies in the primary understanding of the term. The questions that need to be answered concern teaching communication

strategies: Are they teachable at all? Should they be taught? If so, which strategies should be taught and what is the effect on learners' performance? (Nijaradze, *Doghonadze and Kutaisi*, (s.f)).

With respect to the aforementioned topic connected with oral strategies, it is worth pointing out the following argument:

“Many teachers spend time during lessons to verify that students had comprehended the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004) (Thomson, 2012, p.9)”.

It is also worthwhile mentioning the exposure to speaking activities is critical to perform better in oral exams. As for this topic, we would like to make reference to the following assertion:

“In our experience, some students benefit from learning strategies on how to structure oral discourse. We have observed that certain techniques help these students to gain confidence and get started in oral performance, basically because the techniques, as we will show, prevent the students from purposeless wandering when they have to give certain answers in oral interaction” (Casamassima et al, 2015, p.22).

In addition, Brown (2001) “highlights the importance of developing strategic competence, one of the components of the communicative competence model supporting successful oral communication” (Canale and Swain, 1980; Bachman, 1990).

Our efforts in the classroom are based on helping students think and act strategically — skills that will surely make them become more efficient communicators in English.

Strategy training must be explicit and contextualized in situations in which the students can appreciate the value of the strategy and that development of strategies occurs over time as they are modeled, applied, and evaluated by teachers and students (Hsiao and Oxford 2002; Cohen 2000; O'Malley and Chamot 1990; Oxford 1990; Wenden 1991).

Spratt, Pulverness and Williams (2001) found that “talking about interaction is a two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning”.

Harmer (2002) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Among the elements necessary for spoken production, are the following (Harmer, 2002, p.269).

- ✓ Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ as in (I would have gone). In connected speech sounds are modified, omitted, added or weakened.
- ✓ Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.
- ✓ Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.
- ✓ Negotiation and language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

On the basis of placing interaction as a very important component when developing oral communication skills, it is worth pointing out that:

Interaction contributes to development because it is the means by which the learner is able to crack the code. This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his competence and when the learner can use the discourse to help him/her modify or supplement the linguistic knowledge already used in production. (Ellis, 1984, cited in Nunan, 2004)

Interaction figures prominently in a wide range of different speaking activities. Regarding this idea, it is important to note that:

Interactivity activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real-life language use. Even formal, monologic speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction, e.g. where there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end. (Thornbury, 2005, p. 91)

In our point of view, our English students who were learning English as a foreign language in the National University have been learning to speak in English by interacting and collaborating among them in order to give them a sense of academic satisfaction. With regard to this topic, it is important to point out the following statement:

The mastery of speaking skills in English is a priority for many Second Language or Foreign Language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008, p.19).

3. EFL TEACHING AND LEARNING STRATEGIES INSTANCES.

Insights in terms of strategies have been addressed in the arena of EFL contexts widely by many researchers. In the following list, we include EFL communicative strategies that have been used in our classroom in order to validate the usefulness and applicability of the forthcoming strategies.

1.1. Circumlocution, approximation and use of all-purpose words.

According to *Nijaradze et al., (s.f)*: the following are the strategies we believe are most relevant from this point of view and need to be included in language teaching programs:

- **Circumlocution** (paraphrase) – exemplifying, illustrating or describing the properties of the target object or action via size, color, material, shape, constituents, parts, function.

E.g. “melt” – it becomes water

“Pet” – a dog or a cat to stay with, some kinds of animal

- **Approximation** - using a single alternative lexical item which expresses the meaning of the target lexical item as closely as possible.

E.g. plate-bowl, ship-sailing boat

- **Use of all-purpose words** - extending a general, “empty” lexical item to contexts where specific words are lacking (*thing, stuff, make, do, also things, what do you call it*)

E.g. I can't ... can't work until I repair my ... thing

1.2. Say what. Say why. Say other things to try.

According to Casamassima (2015) with this technique, we could help our students frame their answers to personal questions, a common real-life situation. The following example is the production of the student whose first answer we transcribed below, as she applied the technique:

“What do you do on weekends?”

Say what: “I always go to the park with my dog.”

Say why: “Because my dog loves running.”

Say other things to try: “And we stay there until 6:00 p.m.”

Despite some grammatical inaccuracies, the student significantly improved the organization of the answer. We observed the same improvement in the discourse of the other two students in the rehearsal situation. It is worth mentioning that we were just experimenting with the technique, and yet it rendered benefits. (Casamassima et al, 2015, p.23).

1.3. Claim, support, question.

According to Casamassima (2015) this technique *Claim, Support, and Question* means that the students first have to say something or make a point, then provide evidence or a reason for the point, and finally pass the speaking turn to their partners by asking a question.

This is example provided:

Student A

Claim: “It’s Ale’s birthday this week. We could buy a present for him. He likes reading books.”

Support: “Yesterday I saw a best seller.”

Question: “What about buying it for him?”

Student B

Claim: “I don’t know. Best sellers are expensive.”

Support: “Perhaps a CD will be cheaper.”

Question: “What do you think?”

The interaction went on like this until the students reached a decision. We found that the technique helped the students understand that for interactive communication, they need to pass the turn to their interlocutor. Discussion tasks are not monologues by one student who monopolizes the conversation and leaves little time for the other person to talk, nor are they tasks to be completed by each student individually with no interaction. (Casamassima et al, 2015, p.25).

1.4. WWW: *What you think, what you like, what you do, and other people too.*

The idea behind it is that a student first gives an opinion on the topic, then says what he or she likes and does in relation to it, and finally extends it to other people. Our technique looked complex, but it was meant to address a complex task that requires students to produce a stretch of sustained discourse.... the technique would provide one way to get started and would help students gain confidence as they realized the ability to produce a relatively short piece of discourse, and it would lead to further development of sustained speech over time.

Here again, we did not correct mistakes. After the demonstration of the technique, he managed to structure his discourse more effectively:

What you think: “I think that breakfast is very important.”

What you like: “I like having coffee with milk and cookies.”

What you do: “Sometimes I don’t have breakfast because I haven’t many time and I only eat a fruit.”

And other people too: “My children eat healthy food like milk and cereals or yoghurt.”
(Casamassima et al, 2015, p.26).

According to Casamassima, it was found that the game helped the students remember the steps of the technique. They also found that the easiest way to incorporate the technique into daily classwork was to use it every time a new topic was introduced, particularly at the beginning of a unit. They used the technique with the topics of sports, free-time activities, keeping in touch with friends, and shopping habits, among others.

1.5. Who, where, what, and why, you can have a try!

According to Casamassima (2015) this is a situation-picture activity. We are going to address the strategy; pictures show one or several characters doing an action in a certain setting and at a certain time. This is the reason why the technique begins with *Who*, for “Who is in the picture?” Then comes *Where*, for “Where is the character?” Next is *What*, for “What is the character doing?” And finally there is *Why*, for “Why is the character doing that action?” We think that these four questions are enough for picture description, at least for the part that the students will attempt to produce on their own.

1.6. Eliciting

According to Thomson (2012), this strategy helps a teacher to bring forward student’s ideas and extend and sustain discussion which Fisher (2005) considers to be an important function of a teacher. Conversations that extend past a single exchange may help a learner’s language development as it could provide a more realistic model of how an authentic conversation occurs (Wells, 1986). This kind of discussion might also help to

reveal to a teacher “... the framework the children are using to interpret new information” (Wells p.115, 1986) and might possibly provide children with some of the language and ideas they will need to complete subsequent activities.

1.7. Modeling of Target Language

According to Thomson (2012), language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks”. The modeling of target language would seem therefore to be an extremely important strategy for teachers to use, as these models may be a student’s only guide on how the additional language is used in a natural environment.

1.8. Think Aloud

According to Thomson (2012), A think aloud can be defined as the offering of a teacher’s inner dialogue or opinions out loud for students to hear their thoughts, ideas and to model self-regulation of the thinking process possibly through questions such as; “What am I going to do now?”, “What is my problem?”, “I wonder what would happen if...”.

1.9. Dornyei’s Classification of Communicative Strategies.

In order to understand what is meant by communication strategy, we are going to present a classification made by Dornyei.

Table 6. Communication strategies

Avoidance Strategies	
1.	Message abandonment: Leaving a message unfinished because of language difficulties
2.	Topic avoidance: Avoiding topic areas or concepts that pose language difficulties
Compensatory Strategies	
3.	Circumlocution: describing or exemplifying the target object of action (e.g. the thing you open bottles with for corkscrew).

-
4. Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat)
 5. Use of all-purpose words: extending a general, empty lexical item to contexts where specific words are lacking (e.g. the overuse of thing, stuff, what-do-you-call-it, thingie).
 6. Word coinage: creating a new existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian)
 7. Prefabricated patterns: using memorized stock phrases, usually for “survival” purposes (e.g. where is the ____ or comment allez-vous? Where the morphological components are not known to the learner).
 8. Nonlinguistic signals: mime, gesture, facial expression, or sound imitation
 9. Literal translation: translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
 10. Foreignizing: using a L1 word by adjusting it to L2 phonology (i.e. with a L2 pronunciation) and /or morphology (e.g. adding to it a L2 suffix).
 11. Code-switching: using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
 12. Appeal of help: asking for aid from the interlocutor directly (e.g., what do you call ...?) or indirectly (e.g. rising intonation, pause, eye contact, puzzled expression).
 13. Stalling or time-gaining strategies: using fillers or hesitation devices to fill pauses and to gain time to think (e.g. well, now let’s see, uh, as a matter of fact).
-

Source: Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy of language learning and teaching, (2005).

2.3. THEORETICAL CONCEPTUAL FRAMEWORK.

2.3.1. MOTIVATION GROUNDS FOR SPEAKING PURPOSES IN EFL CONTEXTS.

Speaking is perhaps one of the least developed skills. One of the underlying reasons for accounting this pressing matter has to do with the lack of awareness of following a set of principles to be regarded as a basis for language acquisition, namely speaking development. Concerning this subject, we have the following aspects.

- **AN EXPOSURE** to a rich but comprehensible input of real spoken and written language in use.
- **USE** of the language to do things.
- **MOTIVATION** to create a comfortable environment.

1) **High-interest topics**

According to Jones (2007), if students are faced or introduced to topics that interest them, they will be more likely to be motivated. But, of course, not everybody is equally interested in the same topics because each person is unique. Topics like Vacations, Food, Entertainment, and Relationships tend to interest most students, but topics like Art, Literature, Sports, and Cars may not interest some students. In other words, we cannot interest all students all the time.

2) **Motivating Students to Speak**

It is important to mention that: to motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. As Peck (1978), cited in Celce-Murcia (2001), states "Activities need to be child-centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to" (1978, p.139). Also, Peck (1978), cited in Celce- Murcia (2001, p.139), outlines some points that the teacher should consider in the activities: a focus on meaning and value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of activities. A superior teacher encourages her/his students to speak English as much as possible inside and outside the classroom (Khameis, 2006, p.112).

2.3.2. COMMUNICATIVE LANGUAGE TEACHING

This approach has been a major contribution to EFL education worldwide and in Peru, it has been widely considered by a lot of teachers as a main method. However, the intended results of this approach have not been fulfilled as expected. It seems that the theoretical focus of this method has been widely addressed but the practical objectives have not been met or have been misunderstood since the grammatical focus prevails as the centre of attention in our classrooms. Enhancing fluency and communication skills require certain basic principles to be applied concerning this aforementioned approach in order to meet the communication goal.

First of all, we are going to address some concerning aspects about this compelling method: Communicative Language Teaching (CLT) was developed in the 1960s from the research and writings of applied linguists in both Europe and North America who emphasized that language equaled communication (Canale & Swain, 1980; Savignon, 1983; Van Ek, 1975 cited in Norland, 2006). In Europe, this approach led initially to the institution of the notional-functional approach. In CLT, the goal of language teaching should not be translating and learning a set of rules but should be based on the goal of communicative competence.

Communicative competence is most frequently defined as the ability to create meaning when interacting with others in the target language. Thus, the focus in CLT is on communication in authentic situations. Since the 1970s, this approach has been expanded on and has come to play a central role in most contemporary language teaching situations (Norland, 2006, p. 18).

Regarding the strategic principles this approach has, it is of great importance to deal with some particular strategies. It is important to point out the following overview:

According to Norland (2006) argues that because CLT is such a broad orientation, it is difficult to give specific strategies. However, the broad guidelines are as follows:

1. Determine the communicative goals of the students.
2. Create situations and activities in which students produce authentic, meaningful, and contextualized communication.
3. Focus on accuracy only in as much as errors that would impede communication are corrected.

In our opinion, we could say that when CLT appeared caused enthusiasm and excitement so language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials.

According to Richards (2006), language learning is the result from processes such as:

- ✓ There is interaction between the learner and users of the language.
- ✓ Collaborative creation of meaning.
- ✓ Creating meaningful and purposeful interaction through language.
- ✓ Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.
- ✓ Learning occurs through attending to the feedback learners get when they use the language.
- ✓ Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- ✓ Trying out and experimenting with different ways of saying things.

1) Other Activity Types in Communicative Language Teaching

According to Richards (2006), there are dissimilar activity types that have been used in CLT, including the following:

- a) Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
- b) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
- c) Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
- d) Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- e) Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
- f) Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

2) Activity focus on Communicative Language Teaching

In relation to this, it is necessary to mention that:

Accuracy versus Fluency Activities

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- ✓ Reflect natural use of language.
- ✓ Focus on achieving communication.
- ✓ Require meaningful use of language.
- ✓ Require the use of communication strategies.
- ✓ Produce language that may not be predictable.
- ✓ Seek to link language use to context.

Activities focusing on accuracy

- ✓ Reflect classroom use of language.
- ✓ Focus on the formation of correct examples of language.
- ✓ Practice language out of context.
- ✓ Practice small samples of language.
- ✓ Do not require meaningful communication.
- ✓ Control choice of language. (Richards, 2006, p.14).

Mechanical, Meaningful, and Communicative Practice

a) Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples

of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

b) Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map.

c) Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighbourhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards, 2006, p.16).

d) Information-Gap Activities

According to Richards (2006), this is known as an information gap to the fact that in real communication, people normally communicate in order to get information they do not possess or if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

e) Jigsaw activities

According to Richards (2006), these are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

2.3.3. SOCIOCULTURAL THEORY FOUNDATIONS BY VIGOTSKY

(FOUNDATIONS OF SPEAKING WITH SOCIOCULTURAL BASIS)

Vigotsky is one of the leading figures in ESL and EFL education. This prominent psychologist has contributed significantly to the EFL worldview. We are going to point out the following point:

Socio-cultural and *social constructivist* approaches to language learning conceive of learning not as an individualistic, internal mental process but as a social activity where learners are active and inter-active. The support of others enables learners to work at a level which would otherwise be beyond their reach, termed the *Zone of Proximal Development* or ZPD (Vygotsky, 1978, cited in Graham, 2011).

Based on this approach, knowledge is thus developed, or co-constructed, in a collaborative manner. Our intention has to do with oral strategies and how these strategies applied collaboratively can contribute to the improvement of the speaking skill. It is important to refer to the following comment:

Vygotsky believed that all learning, including language learning, is mediated by social interaction. Learning is “assisted performance”, and this happens when someone with more knowledge – say a parent or a teacher – helps the learner to progress. This help is called “scaffolding”, a kind of supportive framework for the construction of knowledge, and the

scaffolding is only removed when the learners can appropriate the knowledge for themselves. A key element of successful scaffolding is that the learners can only benefit from it if they are in the Zone of Proximal development (ZPD) – in other words, if they are just getting to a stage (above their own current level of knowledge) where they are ready to learn the new thing with the assistance of others (Harmer, 2007, p. 59).

It is also important to mention about the scaffolding basis: in recent years the concept of scaffolding – that is helping students to progress through interaction with someone with better knowledge, such a teacher – has gained widespread credence, and helped us to focus on how teachers and students interact, especially when, for example, we reformulate what students have said, or when we help and prompt them to try out new language. Scaffolding is thus seen as different from introducing new language in a more formal way. However, entering into such a dialogic relationship with students may be more problematic with a large class (Harmer, 2007, p. 60).

Table 7. Theories of learning

	Behaviorist	Cognitive	Constructivist
Classical	Operant		
Pavlov	Skinner	Ausubel	Rogers
Respondent conditioning	Governed by consequences	Meaningful =powerful	Fully functioning person
Elicited response	Emitted response	Rote=weak	Learn how to learn
S---R	R---S (REWARD)	Subsumption	Community of learners
	No punished	Association	Empowerment
S= Stimulus	Programmed instruction	Systematic forgetting	
R= response-reward		Cognitive pruning	

Source: Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy of language learning and teaching, 2005.

According to Brown (2005), says that if we adjust Carl Roger's views as outlined in the constructivist paradigm to language teaching and learning, we have to understand that learners understand themselves and communicate this self to others freely and nondefensively. Teachers as facilitators must therefore provide the nurturing context for learners to construct their meanings in interaction with others.

Teachers are not required to fill their students with loads of knowledge. Defensive learning may be fostered so students can protect themselves from failure, from criticism, from competition with fellow students and possibly from punishment. Classroom activities and materials in EFL should therefore utilize meaningful contexts of genuine communication with students engaged together in the process of becoming "persons".

The above perspective provides an insightful overview of the theoretical basis underlying each type of learning. The latter one is the one that is mostly connected with our original aim since the characteristics, such as; learn how to learn, is conveying the idea of using strategies to construct students' own modes of operations to attain a specific goal. If we give the control to our students of their learning through the application of oral strategies (empowerment), teachers and learners are greatly benefited from the mastery or knowledge of these practical oral strategies for improving their level of speaking.

Students can be fully functional from the strategic-based perspective since the use of oral strategies can be personally adjusted and results can be diverse but academically beneficial to every single student. In other words, students will use or adopt certain oral strategies based on their learning style through the selection of a wide range of EFL Communicative Strategies which has been designed to suit their own personal academic needs. Another feature of paramount importance has to do with "social interaction", namely "community of learners" as

depicted above. Speaking is innately a social skill since interaction is needed to convey meanings, ideas, etc. In EFL contexts, interaction and collaboration are key concepts to consider when dealing with sociocultural aspects. Learners have to interact among them, for this obvious reason, this pedagogical characteristic is closely related to improving oral communication skills through the constructivist focus.

There are other researchers who have made further studies into the social constructivist model. Regarding the subject, it is important to make an allusion to the following point: In Michael Long's view, interaction and input are two major players in the process of acquisition....language classroom might have been seen as contexts for "practicing" grammatical structures and other language forms, conversation and other interactive communication....according to Long, the basis for the development of linguistic rules....here, the principles of awareness, autonomy and authenticity lead the learner into Vygotsky's zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction. (Brown, 2006, p. 287)

The aforementioned constructivist model is within the oral strategic grounds. Speaking can be improved through social interactive mediation with a basis of oral strategies which are personalized according to the student learning style.

Table 8.Theories and models of SLA

<i>Innatist</i>	<i>Cognitive</i>	<i>Constructivist</i>
	(McLaughlin/Bialystok)	
(Krashen)	-controlled/automatic processing (McL)	(Long)
-subconscious acquisition superior to “learning” and monitoring	-focal/peripheral attention (McI)	-interaction hypothesis
-comprehensible input (i+1)	-restructuring (McL)	-Intake through social
-low affective filter	-restructuring (McL)	-Output hypothesis (Swain)
-natural order of acquisition	-implicit vs explicit (B)	-HIGs (Seliger)
-“zero option” for grammar instruction	-analyzed vs analyzed knowledge(B)	-authenticity
	-form-focused instruction	-task-based instruction

Source: Brown Teaching by Principles: An Interactive Approach to Language Pedagogy of language learning and teaching, (2005).

The current theoretical outcomes are result of the development of broad conceptualization processes in teaching and learning. The features depicted in the table is related to our subject of study. Our primary intention is concerned with outlining a conceptualization of ideas to provide a theoretical basis for the oral strategies foundation. The characteristics in the constructivist approach account for the intended aim of study, namely, conceptual relationship between oral strategies and speaking level improvement. For this reason, the constructivist implications are important for our research. In the forthcoming observation, it is clear the importance of conceptualization and how our research, i.e. EFL Communicative Strategies and speaking improvement are connected. According to Brown (2006) the purpose as teachers is related to the creation of contexts for optimal acquisition among learners. Connecting diverse ideas, knowledge and concepts is important. For instance, when we join ideas about age factors,

cognitive style variations, intercultural communication and strategic competence to a set of learners and tasks; then we are constructing a theory. Furthermore, if we have discerned threads of process when teaching and learning, we can create a theory. One of our roles as teachers has to do with asking us questions about EFL contexts and attempt to find a process of research to address a theoretical statement.

2.4. GLOSSARY

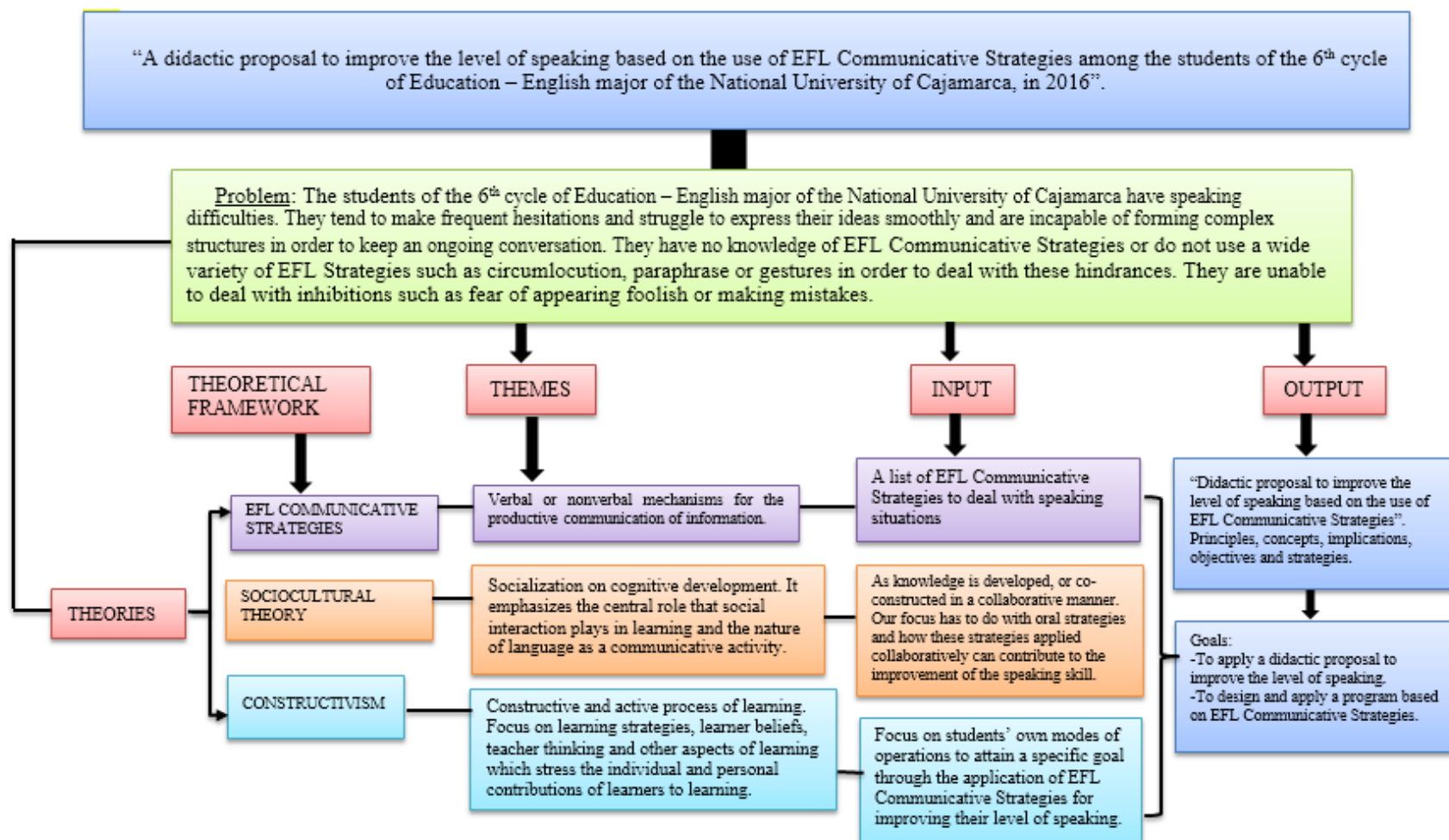
With regard to the topic (Richards & Schmidt, 2010), found the following:

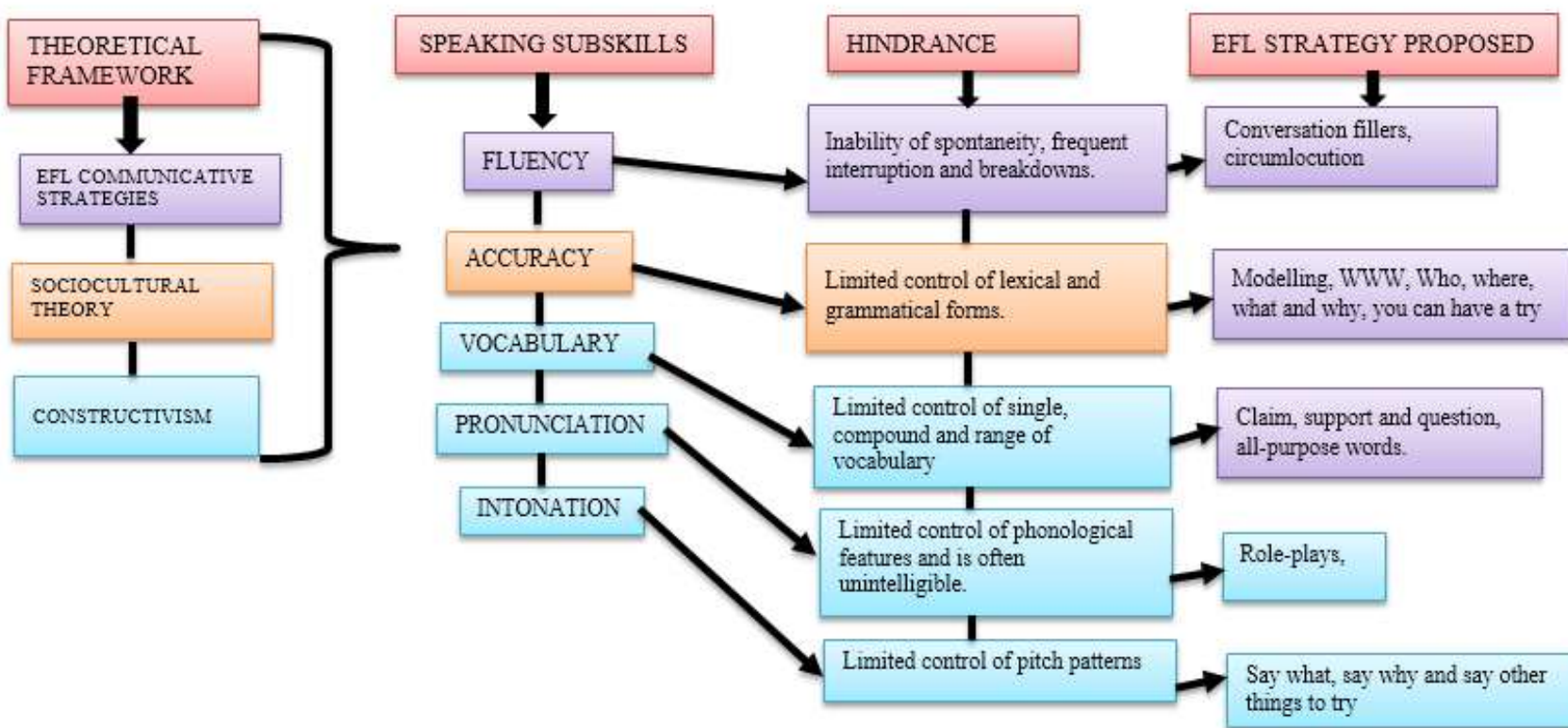
- a. Communicative Language Teaching:** an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence, and which seeks to make meaningful communication and language use a focus of all classroom activities.
- b. Constructivism:** a social and educational philosophy based on the beliefs that: 1 knowledge is actively constructed by learners and not passively received. 2 cognitions is an adaptive process that organizes the learner's experiential world. 3 all knowledge is socially constructed.
- c. Control Group:** (in research) one of two groups used in certain kinds of experimental research, the other being the experimental group. For example, if we wanted to study the effectiveness of a new teaching method, one group (i.e. the experimental group) may be taught using the new method, and another group (i.e. the control group), by using the usual teaching method. The control group is chosen because of its equivalence to the experimental group (e.g. by assigning participants to the two groups at random). In studying the effects of the new method, the experimental group is compared with the control group.

- d. **Experimental Group:** (in research) group used to work a new method with participants selected randomly.
- e. **Experimental Method:** an approach to educational research in which an idea or hypothesis is tested or verified by setting up situations in which the relationship between different participants or variables can be determined
- f. **Foreign Language:** a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.
- g. **Learning:** the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process.
- h. **Learning Style:** the particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems.
- i. **Post-test:** a test given after learning has occurred or is supposed to have occurred. In teaching, the comparison of pre-test and post-test results measures the amount of progress a learner has made.
- j. **Pre-test:** a test given before learning has occurred or is supposed to have occurred. In teaching, the comparison of pre-test and post-test results measures the amount of progress a learner has made.

- k. Socio-Cultural Method:** an approach to SLA derived from Vygotsky's work which emphasized the causal relationship between social interaction and cognitive development, including language learning.
- l. Strategy:** procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.
- m. Target Language:** (in language teaching) the language which a person is learning, in contrast to a first language or mother tongue.
- n. Teaching Style:** the methods and method of individual instruction of the teacher and the characteristic way in which the teacher performs the instruction. Teachers differ in the way they view their role in the classroom, the type of teacher-student interaction they foster, their preferred teaching strategies, and differences in the teaching style of the teacher.

2.5. THEORETICAL MODEL OF THE DIDACTIC PROPOSAL BASED ON EFL





2.6. SCHEDULE OF THE LEARNING SESSIONS

Lesson	Date	Expected learning/objective	Indicator	Speaking strategies	Speaking subskills	Attitude
“Good to see you”	August 8 th 2016	Introduce themselves Use formal or informal greetings to.	Use formal or informal greetings to introduce themselves with the correct expressions	Inquiry Observation Role-plays Use of all-purpose words	Fluency	Respect their partners’ opinions to increase the English knowledge.
Is your father a good friend?”	August 15 th 2016	Talk about his/her family by giving some specific details	Talk about his/her family by giving some specific details using the appropriate vocabulary words.	Inquiry Observation Brainstorming Information gap	Accuracy	Promote an initiative during learning activities in the classroom
“In Cajamarca there are three shopping centers”	August 22 nd 2016	Describe the different places in his/her city with fluency	Describe the different places in his/her city with fluency according to a set of pictures.	Inquiry Observation Picture narrating Use of all-purpose words		Respect and value the different opinions of their classmates
“ You are wearing”	August 29 th 2016	Talk in groups about the clothes he/she is wearing	Talk in groups about the clothes he/she is wearing	Inquiry Observation	Vocabulary	Value all the activities developed in classes to improve his/her knowledge

			with coherence and cohesion	Use of all-purpose words		
“I really love playing football” “My activities at the weekend” “I was in a party last night” “Peruvian’s future plans are..”	September 5 th 2016	Express their emotions about common activities they like or hate	Express their emotions about common activities they like or hate using facial expressions	Inquiry Observation Picture narrating Use of all-purpose words	Pronunciation	Appreciate the use of technology to improve their level of English
	September 12 th 2016	Debate his/her point of view in a group work	Debate his/her point of view in a group work in a cooperative way	Inquiry Observation Picture narrating Use of all-purpose words		Value all the activities developed in classes to improve his/her knowledge
	September 19 th 2016	Talk about past event using the appropriate expressions	Use a set of expressions in the past to talk about themselves with the correct expressions	Inquiry Observation Picture narrating Use of all-purpose words	Intonation	Respect their partners’ opinions to increase the English knowledge.
	September 26 th 2016	Talk in pairs about their different plans using paratextual elements	Talk in pairs about their different plans using paratextual elements in a cooperative way	Inquiry Observation Picture narrating Use of all-purpose words		Value all the activities developed in classes to improve his/her knowledge

2.7. PROPOSAL PRESENTATION.

At National University of Cajamarca, EFL Communicative Strategies have been overlooked or in most cases have not been effectively applied. These are the primary reasons why most learners have a special inclination towards grammar and vocabulary, that is to say rote learning or unauthentic usage of language. Unfortunately, this has resulted in unwanted misconceptions regarding the difficulty of learning a language. Now, the prevailing view, however, is that, passing exams supersedes the idea of learning meaningfully.

Even though they are preparing to become teachers of English, they have not managed to deal with unexpected situations when engaging interactive or communicative tasks. It has been also observed that they were unable to tackle situations such as; how to respond or act when they did not know the meaning of a specific word in a certain context. They merely resorted to using their mother tongue, namely, Spanish instead of using clues to guess meaning, for example, gestures, paraphrasing, and circumlocution in order to keep a conversation in progress.

Another first-hand knowledge is that students lack in fluency and confidence. We know that personality traits might be one cause of not engaging in communication successfully. However, the primary obstacle for students is the lack of knowledge of strategies and techniques when undertaking a communicative task or activity that hinders communication.

Therefore, the correct application of EFL Communicative Strategies is a compelling need to meet our purposes of improving the level of speaking of our students.

2.7.1. DESCRIPTION OF THE DIDACTIC PROPOSAL

The Didactic Proposal based on EFL Communicative Strategies is oriented to improve the level of speaking among students of the 6th cycle of the English Major at National University of Cajamarca. The application of the lesson plans and handouts are fundamentally based on three foundational grounds:

- A. EFL Communicative Strategies: Verbal or nonverbal mechanisms for the productive communication of information.
- B. Sociocultural Theory: Socialization on cognitive development. It emphasizes the central role that social interaction plays in learning and the nature of language as a communicative activity.
- C. Constructivism: Constructive and active process of learning. Focus on learning strategies, learner beliefs, teacher thinking and other aspects of learning which stress the individual and personal contributions of learners to learning.

2.7.2. TYPES OF TEACHING AND LEARNING ACTIVITIES EFL COMMUNICATIVE STRATEGIES

EFL Communicative Strategies are used to provide support when conveying certain meanings. The emphasis basically lies in promoting communication with the use of certain strategic mechanisms to foster and maintain that communication. **Speaking** is definitely a very widespread form of communication nowadays.

For this proposal, the lesson plans are intended to provide very lively lessons plans so that they can feel comfortable and part of a real communicative class. The inclusion of the supportive theories and the use of EFL Communicative activities can have very good results in improving the level of Speaking among students taking into account the principles,

strategies, theories and different tasks in order to have well-rounded lessons with communicative goals.

1. **CIRCUMLOCUTION:** the application of this paraphrasing device allows students to exemplify, illustrate or describe certain properties of things that are unknown in the target language. It in some way permits making up for lexical gaps in the linguistic competence of the students, especially in the area of speaking.
2. **ALL-PURPOSE WORDS:** the use of these expressions make students fill gaps when a list of things requires an extensive list of items or when the words does not come to our mind because it has not been fully grasped yet.
3. **SAY WHAT. SAY WHY, SAY OTHER THINGS TO TRY:** this strategy provides students with frames which work as a guide when students attempt to give personal and extended answers. Students become aware in terms of grammatical and lexical structures. This could be called a framing organizer since students follow a pattern for expanding their responses. It also helps students to be more confident.
4. **CLAIM, SUPPORT AND QUESTION:** this interactive 3-statement strategy provides real communication since students cannot monopolize the conversation since each student needs to make a point, then provide evidence and pass the speaking turn to the other partner which makes the discussion interactive instead of monologue structures. This helps students who are shy or do not engage in speaking tasks frequently.
5. **WWW: WHAT YOU THINK, WHAT YOU LIKE, AND WHAT YOU DO AND OTHER PEOPLE TOO:** this strategy is very useful as a warmer or when introducing a new unit. What is compelling about this strategy is that it can cover a wide

range of topics and it can be easily incorporated into the class content when needed. It helps students to gain confidence since they gradually produce longer stretches pieces of discourse and with practice they manage to produce more complex sustained structures of discourse.

6. WHO, WHERE, WHAT AND WHY, YOU CAN HAVE A TRY! This strategy has to do with describing pictures using the four questions using them in the following order: who, where, what and why? This has been very helpful with since it prepares students to deal with any picture they have ever been given. Students keep in mind the questions and when they gain confidence, they expand the responses by producing better sentences progressively.

7. MODELING OF TARGET LANGUAGE: This strategy helps students to be connected with authentic and natural environments rather than decontextualized settings since students are provided the language structures, namely grammatical structures for adopting with ease the target language patterns. This has been of paramount importance to foster speaking with students.

2.7.3. SPEAKING SUBKILLS AIMED IN THE PROPOSAL

1. **Fluency:** the quality of being fluent in a language involves sounding natural and normal for the interlocutor's ear, which by the way, also entails pausing, rhythm, intonation, stress, the rate of speaking, interjections and interruptions. However, the use of interjections and interruptions with our students were too frequent and spontaneity was clearly disrupted. Basically, our students' main struggle pertain to breakdowns in normal communication since they did not use or were not aware of

strategies to cover when attempting a speaking task. For that reason, conversation fillers and circumlocution were used to account for this pressing need.

2. **Grammar:** the structure of a language and the way the linguistic units such as words and phrases are combined to produce sentences is what we called grammar. Grammar also is made up of meanings and functions which are conveyed in spoken form through utterances. This is of great importance when speaking a new language since if grammar is disjointed when delivered, communication can be obscured and thus it will not take place. Our students when transmitting a message, it was frequently delivered so inaccurately that the interlocutor struggled to get the message. In view of this problem, we consider to use the following strategies: modelling, WWW, and Who, Where and Why, you can have a try!
3. **Vocabulary:** the set of lexemes, including single words, compound words and idioms are inherently connected with vocabulary. The major problem in terms of vocabulary with our students has to do with the limited use of single words and compound words. For that reason, after observing this difficulty, we used the strategies: Claim, Support and question and all-purpose words so they could use it when experiencing difficulties when they struggle to find a particular word.
4. **Pronunciation:** the way a certain sound or sounds are produced and the way sounds are perceived by the hearer is what pronunciation is basically about. Our students'

main difficulty was about the distinct limitation to be understood, their utterances were often unintelligible and it caused disappointment and powerlessness when they got a blank stare when they did not make themselves clear. In view of this problem, we used role-plays and mouthing activities.

5. **Intonation:** One important component when a person speaks is related to intonation, which generally has to do with rising and lowering the pitch of the voice and forming pitch patterns. Intonation is also used to carry information over and above that which is expressed by the words in the sentence. Our students tended very frequently to use inadequately rising and falling intonation, for that reason, we used the following strategies: Say what, say why, and say other things to try.

LEARNING PROCESS		
TITLE OF THE LESSON	SPEAKING SUBKILL	EFL COMMUNICATIVE STRATEGY
Good to see you”	Fluency	Conversation fillers and circumlocution
Is your father a good friend?”	Grammar	WWW:
“In Cajamarca there are three shopping centers”	Vocabulary	Claim, support and question
“ You are wearing	Intonation	Say what, say why, and say other things to try
“I really love playing football”	Pronunciation	Role-play and mouthing
“My activities at the weekend”	Intonation	Say what, say why, and say other things to try
“I was in a party last night”	Pronunciation	Role-play and mouthing
“Peruvian’s future plans are..”	Fluency	Conversation fillers and circumlocution

2.7.3. PROPOSAL OBJECTIVES

a) GENERAL OBJECTIVE:

To design and apply a program based on EFL Communicative Strategies in order to improve speaking level of the students of the 6th cycle of Education – English major of UNC, in 2016.

b) *SPECIFIC OBJECTIVES:*

- To elaborate adequate tools to find out the level of speaking of the students of the 6th cycle of education, English major of UNC.
- To find out the level of speaking skills in students from UNC.
- To design and implement a program based on EFL Communicative Strategies in order to improve the speaking level of the students of the 6th cycle of Education – English major of UNC.
- To validate the proposal

CHAPTER III

RESULTS AND

DISCUSSION OF THE

RESEARCH

3.1. ANALYSIS AND INTERPRETATION OF DATA.

The forthcoming section constitutes the body of results obtained from the Field Research from an EFL perspective. The qualitative information was collected from the questionnaire applied to the students of the 6th cycle, English specialty at National University of Cajamarca. And the quantitative information gathered from the surveys and the pre-tests, post-tests and lesson plans applied for the development of this work.

3.1.1. QUALITATIVE RESULTS.

First of all, it is imperative to analyze the questionnaire applied to the students of the 6th cycle who were the research sample in order to conduct this intended work.

One of the procedures that helped us to have a clear insight into EFL Communicative Strategies was the bibliographic information. Therefore, the underlying reasons, opinions, and motivations of the problem identified were dealt through the analysis of the results in the research after conducting the questionnaire, the survey and the lesson plans.

3.1.2. QUANTITATIVE RESULTS

This section is made up of the analysis and results of the following steps:

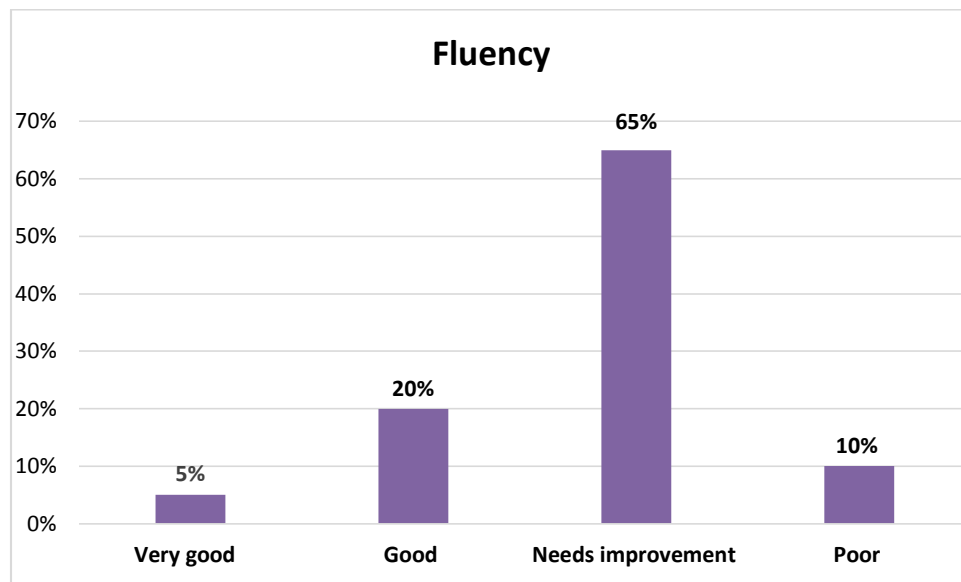
- 1. A pre-test** (diagnostic test) in order to examine and ascertain the level of speaking of our students with the intention of providing them with EFL Communicative Strategies to reinforce and improve their English level.
- 2. Survey N° 1** applied to know the students' knowledge of EFL Communicative Strategies and the components of the skill of speaking.
- 3. A post-test** applied to find out if the use of EFL Communicative Strategies was a good means to meet the intended purpose of this research.

Table 9.Results in speaking after applying pre-test

Criteria	Fluency	Percentage	Grammar	Percentage	Vocabulary	Percentage	Pronunciation	Percentage	Intonation	Percentage	Group percentage
Very good (4)	1	5%	1	5%	1	5%	1	5%	1	5%	5%
Good (3)	4	20%	7	35%	8	40%	3	15%	4	20%	26%
Needs improvement (2)	13	65%	11	55%	10	50%	13	65%	9	45%	56%
Poor (1)	2	10%	1	5%	1	5%	3	15%	6	30%	13%
Total	20	100%	20	100%	20	100%	20	100%	20	100%	100%

Prepared by the authors [considering the results of the pre-test](#)

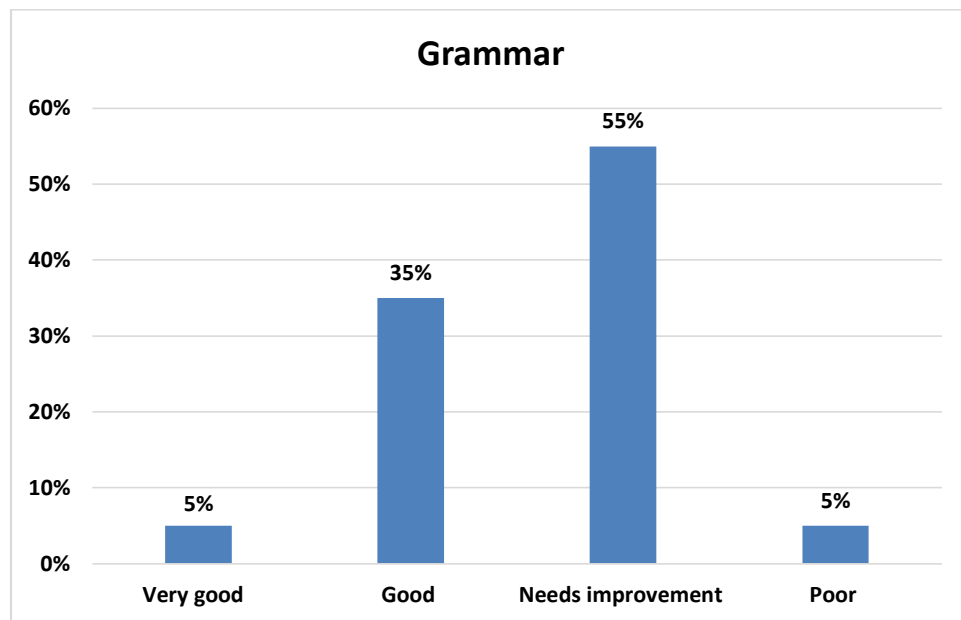
Graph 1. *Fluency results*



Source: Speaking rubric applied in the oral pre-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: The graph provides an overview of the results obtained in terms of fluency in the pre-test with the students of English specialty. 10% of students are in a poor level in terms of fluency which indicates inability to produce continuous speech without causing comprehension difficulties or a breakdown in communication. In addition, 65% of them need improvement because they can produce speech but not continuously and usually with the use of some prompts. Moreover, 20% of students are in a good level of fluency. Finally, only 5% of students are in a very good level which indicates facility to communicate ideas effectively and continuously with natural hesitation.

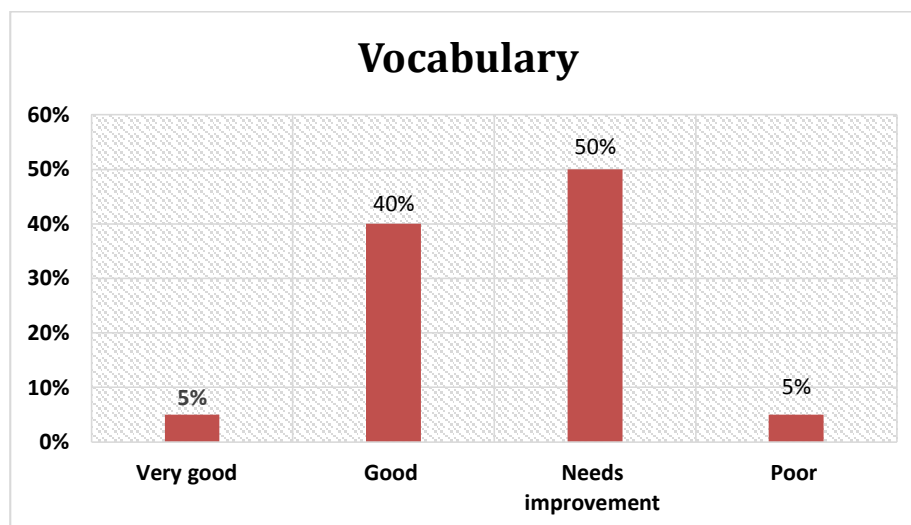
Graph 2. *Accuracy Results*



Source: Speaking rubric applied in the oral pre-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 2 provides an overview of the results obtained in terms of grammar in the pre-test with the students of English specialty. 5% of students are in a poor level in terms of grammar which indicates a clear inability to produce grammatically correct sentences. In addition, 55% of them need improvement which indicates students can produce somehow grammatical sentences but with some errors. In addition, 35% of them are in a good level of accuracy. Finally, 5% of them are in a very good level which indicates capacity to make well-structured sentences with no significant errors.

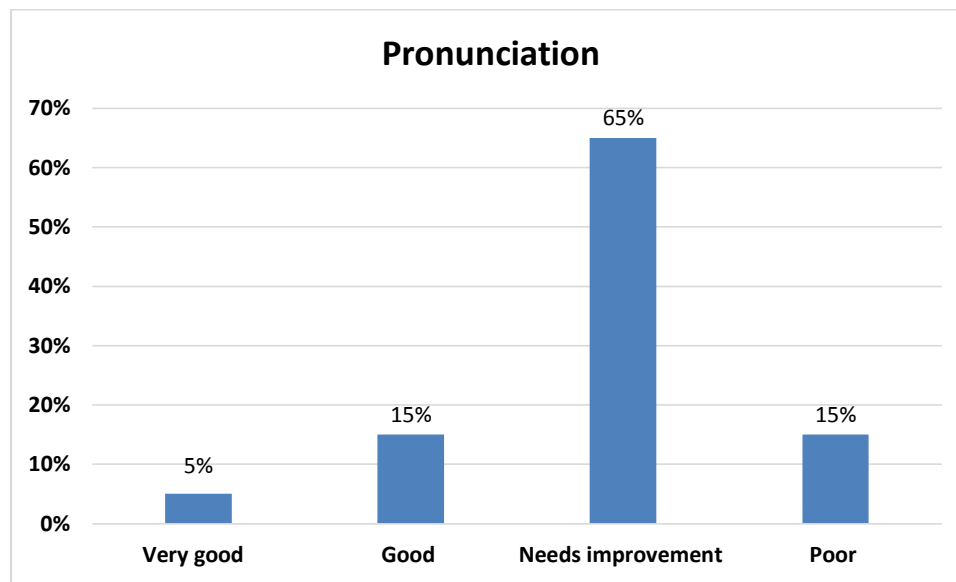
Graph 3. *Vocabulary Results*



Source: Speaking rubric applied in the oral pre-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 3 provides an overview of the results obtained in terms of vocabulary in the pre-test with the students of English specialty. 5% of students are in a poor level in terms of vocabulary which indicates clear limitations when forming single, compound words and longer lexical chunks. In addition, 50% of them need improvement in relation to vocabulary since they have somehow lexical knowledge but display certain limitations when forming words. Moreover, 40% of them are in a good level of vocabulary. Finally, 5% of them are in a very good level which indicates ability to use single, compound words and longer lexical chunks extensively and appropriately.

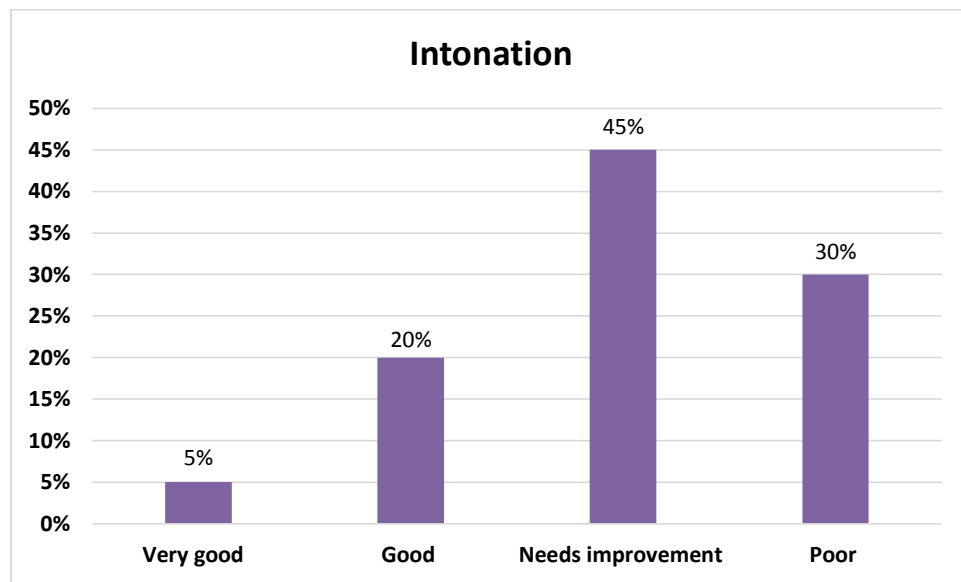
Graph 4. *Pronunciation results*



Source: Speaking rubric applied in the oral pre-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 4 provides an overview of the results obtained in terms of pronunciation in the pre-test with the students of English specialty. 15% of students are in a poor level in terms of pronunciation which indicates clear unintelligibility when pronouncing or conveying words. In addition, 65% of them need improvement in pronunciation since they can communicate ideas and can be understood but make some errors. Moreover, 15% of them are in a good level of pronunciation. Finally, 5% of them are in a very good level of pronunciation because they display intelligibility when uttering some ideas with no significant errors.

Graph 5. *Intonation results*



Source: Speaking rubric applied in the oral pre-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 5 provides an overview of the results obtained in terms of pronunciation in the pre-test with the students of English specialty. 30% of the students have a poor level in terms of intonation which intonation problems in terms of rising and falling pitch. In addition, 45% of them need improvement in relation to intonation which indicates problems when making utterances with rising and falling pitch. Moreover, 20% of them are in good level which indicates ability to make utterances with appropriate rising and falling pitch with minimal errors. Finally, only 5% of them are in a very good level which indicates ability to produce utterances with rising and falling intonation correctly with no significant errors.

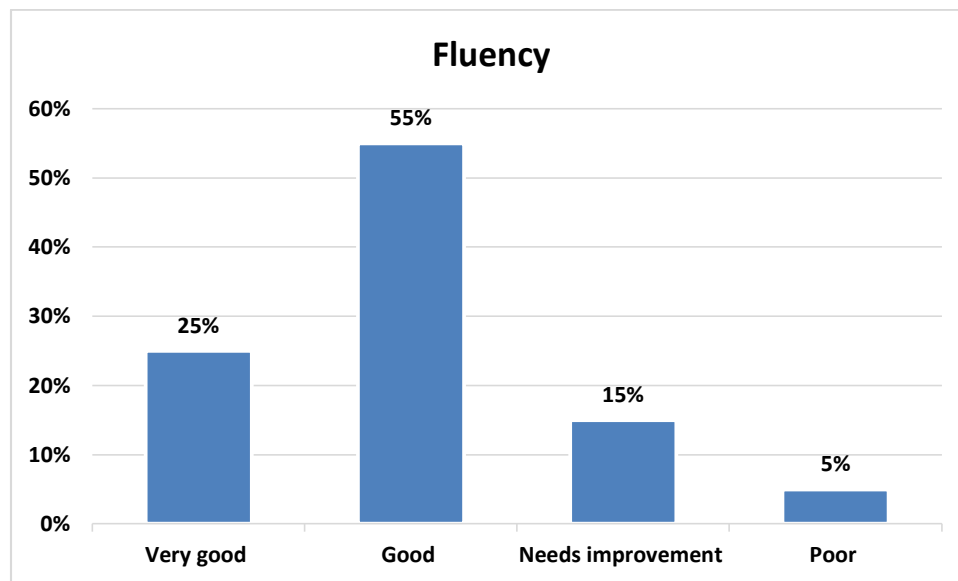
POST TEST

Table 10. Results in speaking after applying post-test

Criteria	Fluency	Percentage	Grammar	Percentage	Vocabulary	Percentage	Pronunciation	Percentage	Intonation	Percentage	Group average
Very good (4)	5	25%	6	30%	6	30%	3	15%	3	15%	23%
Good (3)	11	55%	7	35%	11	55%	11	55%	11	55%	51%
Needs improvement (2)	3	15%	6	30%	2	10%	5	25%	4	20%	20%
Poor (1)	1	5%	1	5%	1	5%	1	5%	2	10%	6%
Total	20	100%	20	100%	20	100%	20	100%	20	100%	100%

[Prepared by the authors considering the results of the post-test](#)

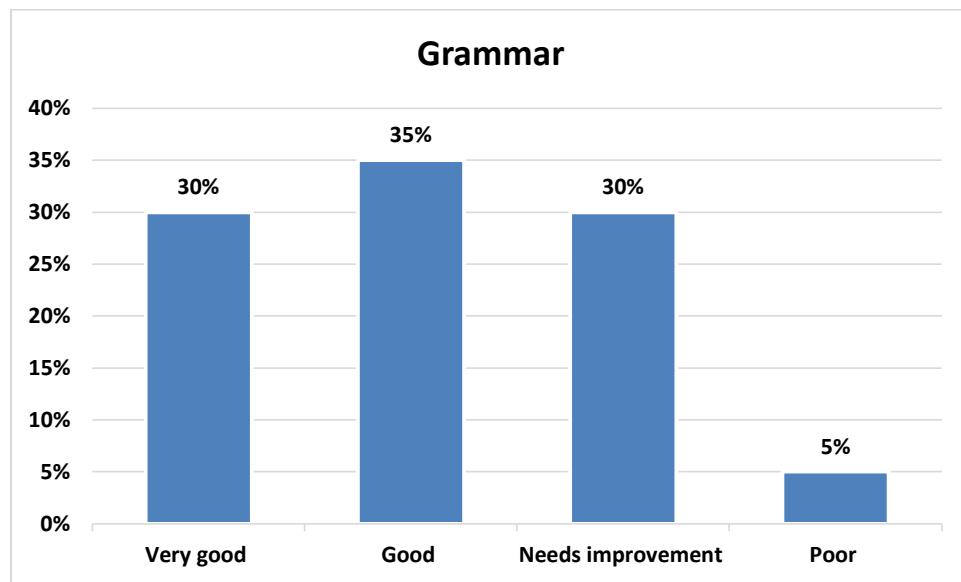
Graph 6. Fluency results



Source: Speaking rubric applied in the oral post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 6 provides an overview of the results obtained in terms of fluency in the post-test with the students of English specialty. 5% of students are in a poor level in terms of fluency which indicates inability to produce continuous speech without causing comprehension difficulties or a breakdown in communication unless they are given prompts. In addition, 15% of them need improvement in fluency. Moreover, 55% of them are in a good level of fluency which indicates facility when speaking with minimal hesitation. Finally, 25% of them have a very good level of fluency which indicates facility to communicate ideas effectively and continuously with natural hesitation.

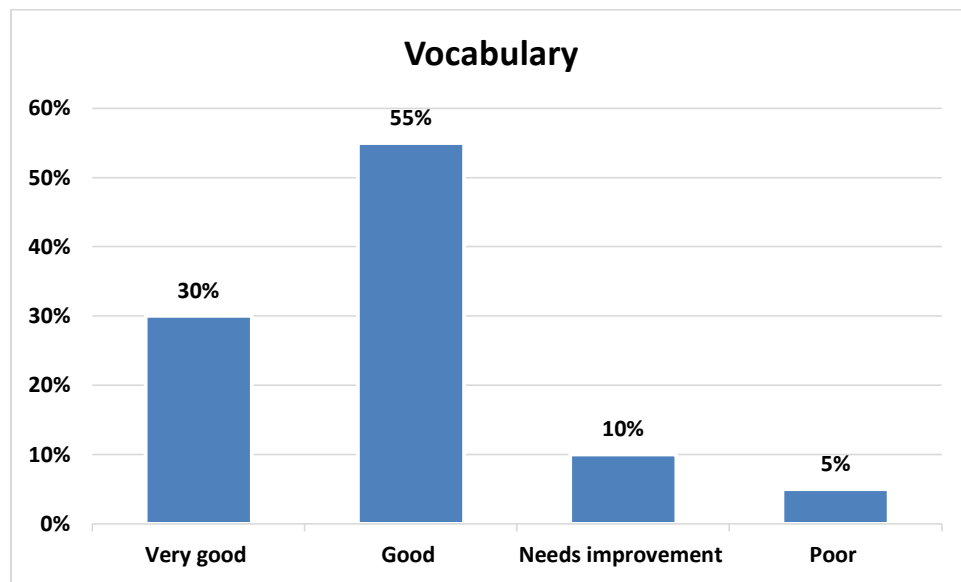
Graph 7. *Accuracy results*



Source: Speaking rubric applied in the oral post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 7 provides an overview of the results obtained in terms of grammar in the post-test with the students of English specialty. 5% of students are in a poor level in terms of grammar which indicates a clear inability to produce grammatically correct sentences. In addition, 30% of them need improvement in order to produce sentences accurately. Moreover, 35% of them are in a good level of English which indicates ability to make well-structured sentences with minimal errors. Finally, 30% of learners are in a very good level in terms of accuracy which indicates ability to produce grammatically correct sentences with no significant errors.

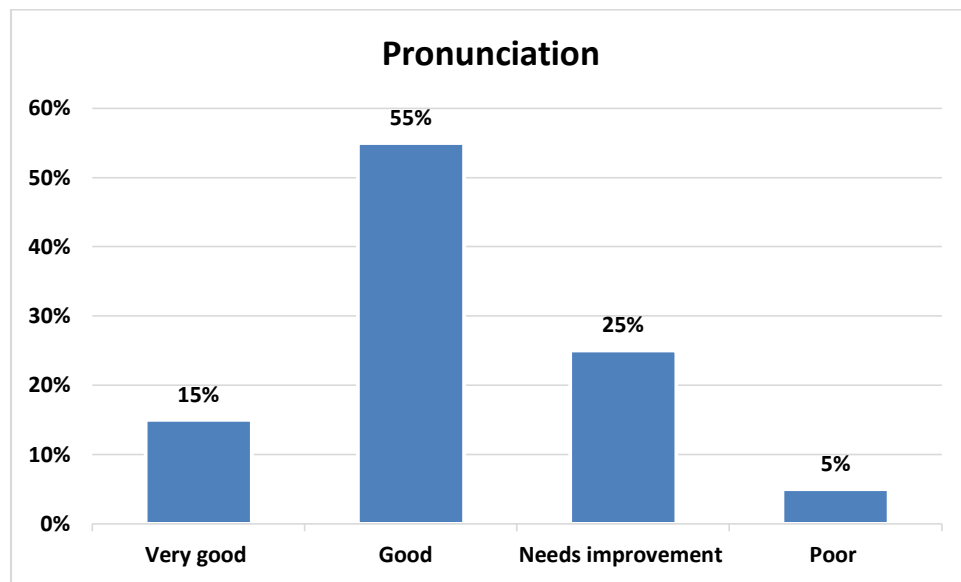
Graph 8. *Vocabulary results*



Source: Speaking rubric applied in the oral post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 8 provides an overview of the results obtained in terms of vocabulary in the post-test with the students of English specialty. 5% of students are in a poor level in terms of vocabulary which indicates limitations when forming single, compound words and longer lexical chunks. In addition, 10% of them need improvement in relation to vocabulary. Moreover, 55% of them are in a good level of vocabulary which indicates ability when forming single, compound words and longer lexical chunks. Finally, 30% of them are in a very good level of vocabulary which indicates ability to use single, compound words and longer lexical chunks extensively and appropriately.

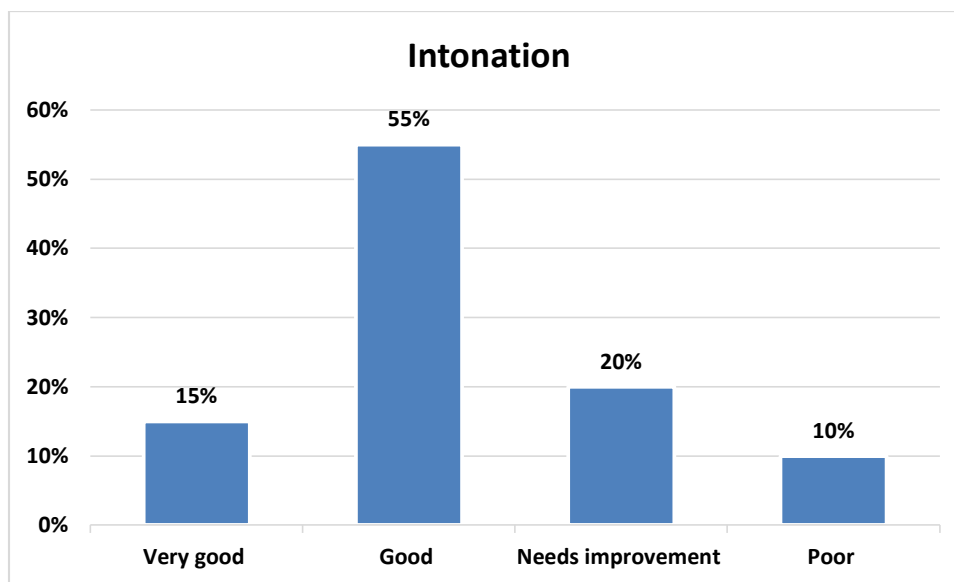
Graph 9. *Pronunciation results*



Source: Speaking rubric applied in the oral post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 9 provides an overview of the results obtained in terms of pronunciation in the post-test with the students of English specialty. 5% of students are in poor level of pronunciation which indicates unintelligibility when pronouncing or conveying words. In addition, 25% of them need improvement. Moreover, 55% of them are in a good level in terms of pronunciation which indicates intelligibility when uttering ideas with no significant mistakes. Finally, 15% of students are in a very good level in terms of pronunciation which indicates intelligibility when pronouncing ideas with minimal mistakes.

Graph 10. *Intonation results*

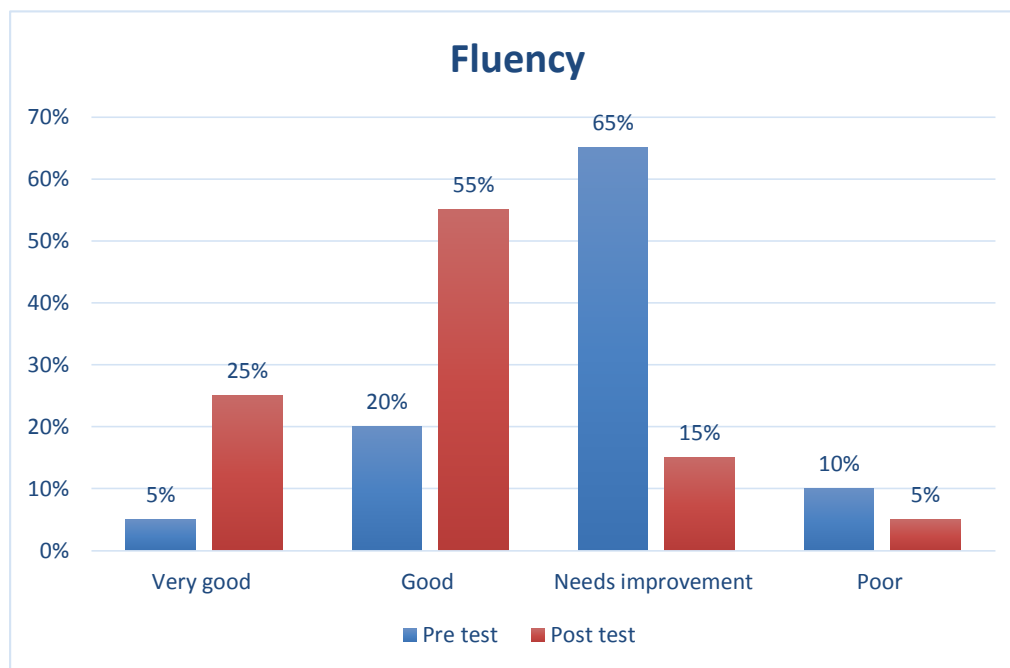


Source: Speaking rubric applied in the oral post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 10 provides an overview of the results obtained in terms of intonation of the post-test with the students of English specialty. There are 10% of students in poor level which indicates intonation problems in terms of rising and falling pitch. In addition, there are 20% of them who need improvement in intonation. Moreover, 55% of students are in good level which indicates ability to make utterances with appropriate rising and falling intonation with minimal mistakes. Finally, 15% of them have very good level which indicates ability to make utterances with rising and falling intonation correctly.

COMPARISON BETWEEN THE PRE AND POST TEST

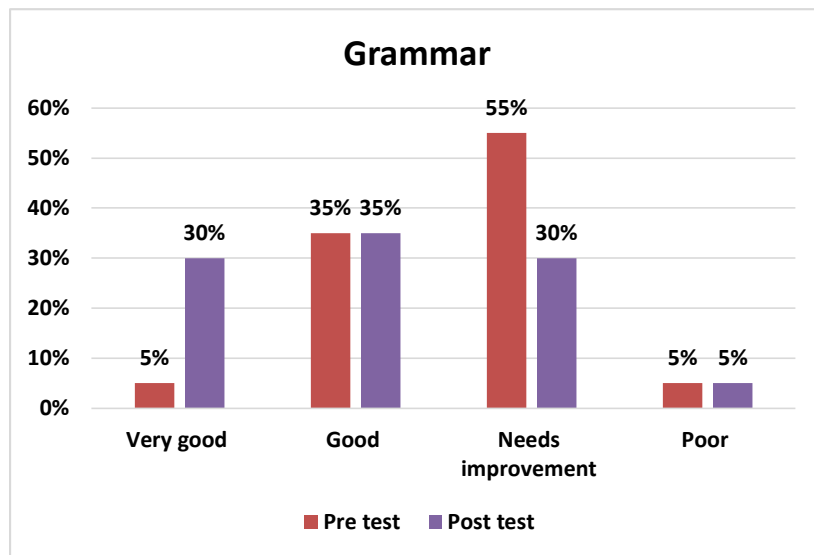
Graph 11. *Results obtained in fluency after the application of the pre and post-test.*



Source: Speaking rubrics applied in the oral pre-test and post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 11 compares the results obtained in fluency before and after the application of the pre-and post-test with the students of English specialty. 5% of students were in very good level but after the proposal application, there was a noticeable increase of 25%. In addition, there were 20% of students in good level and after the proposal, this trend increased significantly with 55%. Moreover, there were 65% of students who needed improvement but after the proposal it decreased significantly with 15%. Finally, there were 10% of students in poor level but the percentage fell to 5% after the application of the proposal.

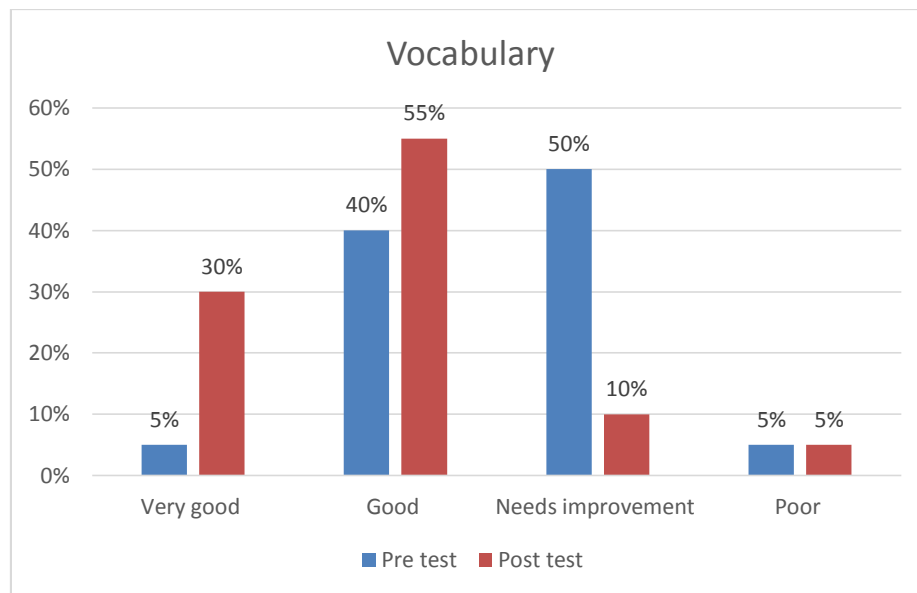
Graph 12. *Results obtained in accuracy after the application of the pre and post-test*



Source: Speaking rubrics applied in the oral pre-test and post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 12 compares the results obtained in accuracy before and after the application of the pre-and post-test with the students of English specialty. 5% of students were in very good level but after the proposal application, there was a noticeable increase of 30%. In addition, there was 35% in good level and after the proposal, the trend stayed the same as well. Moreover, there were 55% who needed improvement but after the application, it had a significant decrease with 30%. Finally, there were 5% of students in poor level and the percentage remained stable with the same 5% after the proposal.

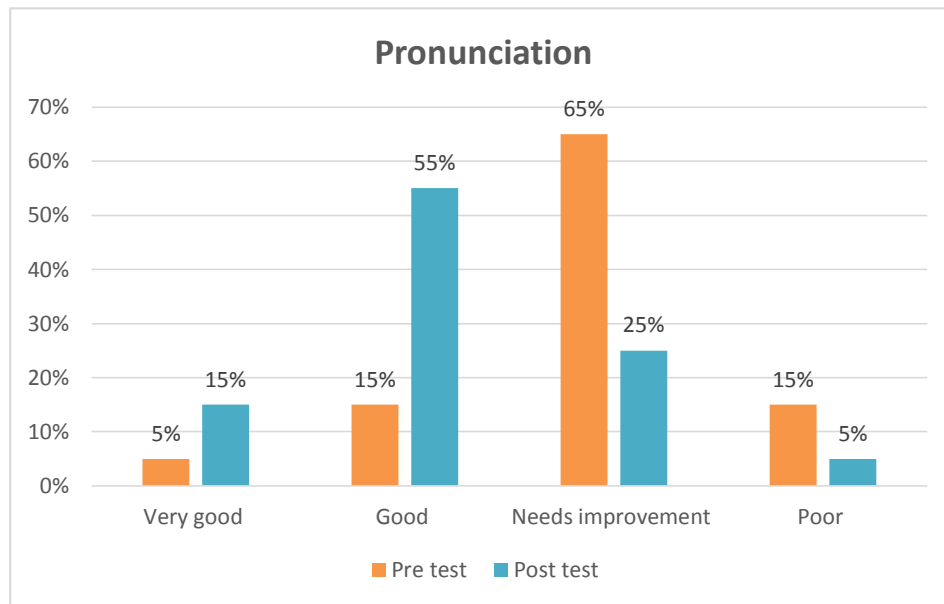
Graph 13. *Results obtained in vocabulary after the application of the pre-and post-test.*



Source: Speaking rubrics applied in the oral pre-test and post-test to 6th cycle english – specialty students from the National University of Cajamarca

Analysis and interpretation: The graph 13 illustrates the results obtained in vocabulary throughout the pre-and post-test with students of the English Specialty. At first, 5% of students were in very good level. However, after applying the proposal, that number rose to 30%. In addition, there was 40% in good level but after the proposal, a significant increase was obtained with 55%. Moreover, there was 50% of students who needed improvement, but it decreased after conducting the proposal since 10% of students only needed improvement. Finally, there were 5% of students in poor level and the percentage remained steady with 5% after the proposal.

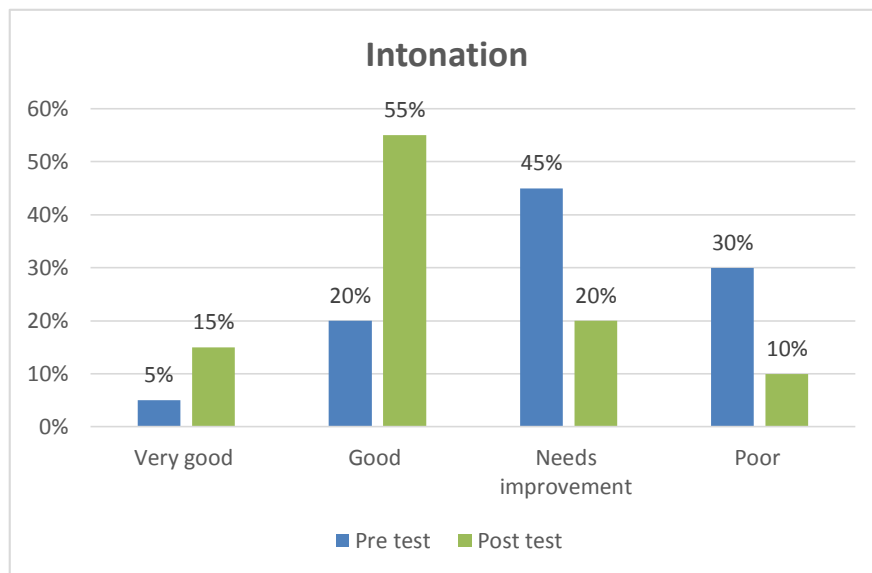
Graph 14. Results obtained in pronunciation after the application of the pre and post-test.



Source: Speaking rubrics applied in the oral pre-test and post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 14 shows the results of pronunciation throughout the pre- and post-test with students of the English specialty. We can see there were 5% of students who were in very good level. However, after applying the proposal, we can see a noticeable improvement with 15%. In addition, there were 15% of them in good level but after the proposal, there was a significant increase with 55%. Moreover, there was 65% of students who needed improvement. However, it decreased notably after conducting the proposal with 25%. Finally, there was 15% of students in poor level whereas after the application, there was a noticeable decrease of poor level with only 5%.

Graph 15. *Results obtained in intonation after the application of the pre and post-test.*



Source: Speaking rubrics applied in the oral pre-test and post-test to 6th cycle English – specialty students from the National University of Cajamarca

Analysis and interpretation: Graph 15 shows the evaluation in terms of intonation throughout the pre-and post-test with students of the English Specialty. We can see there were 5% of students in very good level. However, after the application of the proposal, we can see a noticeable improvement with 15%. In addition, there were 20% of students in good level but after the proposal, there was a major increase with 55%. Moreover, there were 45% of students who needed improvement. Nevertheless, this trend declined significantly. At present, there are only 20%. Finally, the 30% of students in poor level dropped up to 5%.

Table 11. Analysis of correlation between the pre and post-test results.

METODO CUADRADO MINIMO					
N°	PRE X	POST Y	XY	X2	Y2
1	13	15	195	169	225
2	12	15	180	144	225
3	14	16	224	196	256
4	12	15	180	144	225
5	13	15	195	169	225
6	14	16	224	196	256
7	14	17	238	196	289
8	13	16	208	169	256
9	16	17	272	256	289
10	13	13	169	169	169
11	15	18	270	225	324
12	14	16	224	196	256
13	13	14	182	169	196
14	12	13	156	144	169
15	12	13	156	144	169
16	15	18	270	225	324
17	13	16	208	169	256
18	16	18	288	256	324
19	14	15	210	196	225
20	12	16	192	144	256
TOTAL	270	312	4241	3676	4914

Source: pre and post- test

There is a correlation between the Pre and Post – test, obtaining as a result 0.7613

CONCLUSIONS

1. In order to find out the level of speaking of students of the 6th cycle of Education, a pretest was conducted. In addition, a survey was devised to ask students about their perceptions about EFL Communicative Strategies.
2. After applying the pretest. The results showed that 69% of students did not have a satisfactory level of speaking. 13% out of 69% had poor achievement and 56% needed improvement. However, 26 % of the students had a good achievement and only 5 % had very good achievement.
3. After applying the proposal, the posttest was conducted. The results validated our proposal which showed an improvement in the level of speaking. 74 % of students had a satisfactory achievement. 51% out of 74% had a good achievement and 23% a very good achievement. However, 20% of students needed improvement and 6% of them showed a poor achievement.
4. The correlation index between the pre-test and post-test was 0.7613 which validates our proposal.
5. After applying the EFL Communicative lessons to the students of the 6th cycle of National University, we concluded that the proposal is effective in terms of improving the level of speaking. The underlying reasons why it was successful basically lies in the fostering of certain activities which promoted critical thinking, quick-decision making, paraphrasing, checking for clarification and so on. This is the result of conducting discussions, role-plays, picture descriptions, brainstorming, interviews, information gaps, simulations, and so forth.

6. A program based on EFL Communicative Strategies was applied in order to improve the level of Speaking of the students of the 6th cycle of education-English major of National University of Cajamarca.

RECOMMENDATIONS

1. It is thoroughly recommended to be aware of the affective factors before undertaking a proposal or application of classes since affective factors such as confidence, self-esteem, emotion, attitude, anxiety and motivation can hinder speaking development if they are not dealt from an EFL context perspective. Another barrier which can interfere with the normal development of speaking is the difficulty and the amount of language presented since they can affect the process of communication.
2. As far as EFL Communicative Strategies are concerned in this thesis, it is highly recommendable for teachers to apply these lessons based on a two-way approach, namely, speaking and listening since they are closely intertwined. This, by the way, does not mean that the other skills should be neglected. As our study argues, teachers are advised to select appropriate Communicative strategies to suit the situation, the level and the purpose the curriculum.
3. Regarding the authentic application and development of this proposal and in order to improve the level of speaking, the researchers suggest underscoring the concept of bringing real-life situations into the class such as; how to deal in colloquial and familiar contexts and what grammar, vocabulary, pronunciation is suitable for the occasion since this is a clear reflection of how transactions and conversations are conducted on a daily basis and students should be exposed to settings where language is functional and authentic.

4. Micro-skills in Communication are fundamental for the correct understanding of situational language such as using intonational contours in contexts where falling and rising intonation should be used.
5. To develop a good rapport among students and teachers, we suggest promoting speaking by applying balance between fluency and accuracy. I mean, teachers should be equally interested in what ideas their students produce and how accurate they produce them. If we pay more attention and maintain a frequent position of correcting students because they produce inaccurate utterances, they will be discouraged since they are treated as producing machines. For this reason, we recommend teachers to make students feel they are producing and improving.

BIBLIOGRAPHY

BOOKS

- British Council (2015). *Inglés en el Perú. Un análisis de la política, las percepciones y los factores de influencia*. British Council.
- Brown, H. (2000). *Teaching by principles: An interactive Approach to Language Pedagogy*. (2nd Ed.) San Francisco, California. Longman University.
- Brown, H. (2000). *Principles of Language Learning and Teaching*. (4th Ed.) San Francisco State University. Longman.
- Brown, H. (2005). *Teaching by Principles: An Interactive Approach to Language Pedagogy of language learning and teaching*. (2nd Ed) San Francisco State University. Longman.
- Griffiths, C. (2008). *Lessons from Good Language Learners*. (1st Ed) Cambridge University Press.
- Hall, Graham. (2011) *Exploring English Language*. (1st Ed) Routledge. London and New York.
- Harmer, J. (2002). *The Practice of English Language Teaching*. (3rd Ed) United States. Longman.
- Harmer, J. (2007). *How to teach English*. (2nd Ed) United States. Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. (4th Ed) United States. Longman.

- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Jones, L. (2007). *The Student-Centered Classroom*. Cambridge University Press.
- Lavery, C. (2001). *The Language Assistant*. United Kingdom. British Council.
- Norland, D. (2006). *A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*. British Library. London.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Spratt, M. (2001). *Teaching Knowledge Test – TKT*. Cambridge. Cambridge ESOL.
- Ur, P. (2009). *A course in Language Teaching – Practice and Theory*. (17th Ed.). Cambridge University Press.
- Richards, J. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.
- Richards, Jack C. (2010). *Dictionary of Language Teaching and Applied Linguistics*. Person Longman.

BOOKS ONLINE

- Nijaradze, N., Ketevan, D. and Kutaisi, G. (s.f). *Teaching oral communication strategies: Effects and Possibilities*. (Consulted on 26th, 2016). Available at:
<http://atsu.edu.ge/EJournal/HENTI/ebook/Integration/NijaradzeNino.pdf>
- Munawar, (2015). *Improving Speaking skills through the Learning Community Technique*. Book online, consulted on June 29th, 2016. Available at:
<http://download.portalgaruda.org/article.php?article=373326&val=3924&title=Improving%20Speaking%20Skills%20through%20the%20Learning%20Community%20Technique>

WEB PAGES

- Kayi, H. (2010). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Retrieved in 2016. Web page. Available in: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Khameis, M. (2006). *Using Creative Strategies to Promote Students' Speaking Skills*. Retrieved on 2nd in 2016. Web page. Available in en:
<http://marifa.hct.ac.ae/files/2011/07/Using-Creative-Strategies-to-Promote-Students-Speaking-Skills.pdf>
- Lackman, K. (2010). *Teaching Speaking Sub-skills - Activities for Improving Speaking*. Book online, consulted on July 2nd, 2016. Available in:
http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf
- Thompson, N. (2012). *Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue*. Available in:
http://www.ibo.org/contentassets/4ccc99665bc04f3686957ee197c13855/thompson_execsum_8-29-12.pdf
- Chavez. J (2017) *60 % de Peruanos pierden oportunidades laborales por no saber inglés*. Retrieved on May 10th, 2017. Available in:

<http://gestion.pe/empleo-management/cerca-60-peruanos-pierde-oportunidades-laborales-no-saber-ingles-2181109>

- <http://www.mapsopensource.com/images/peru-map.gif>

<http://www.4icu.org/reviews/universities-english/3625.html>

ARTICLES

- Schweizer, Tom. (2011). *Bilingualism as a contributor to cognitive reserve: Evidence from brain atrophy in Alzheimer's disease*. (p. 991-996) Canada. University of Toronto.
- Lujan, Carmen. (2012) *The impact of English on Spanish daily life and some Pedagogical implications* (p.1-21) University of "Las Palmas de Gran Canaria"
- Wong, L. and Nunan, D. (2011, May, 31) *The learning styles and strategies of effective language learners*. July 10th, 2016. Available in:
<http://www.sciencedirect.com/science/article/pii/S0346251X1100056X>
(Article in an electronic magazine)
- Casamassima Myrian and Florencia Insua (2015). *On How Thinking Shapes Speaking: Techniques to Enhance Students' Oral Discourse*. AEXALEVI Teachers' Centre, English teaching forum. Argentina.

Appendixes

Appendix 1: Survey

SURVEY ABOUT SPEAKING FOUNDATIONS KNOWLEDGE

Name: _____ Age: ____ Cycle: ____

Instruction: Read the following questions and tick (✓) “Yes or No”.

Questions	Yes	No
1) Do you speak English with your professor and classmates during your English lessons?		
2) Do you think your <i>pronunciation</i> in English is good?		
3) Do you consider that the practice of <i>Speaking skill</i> is useful?		
4) Do you know any <i>Speaking strategies</i> ?		
5) Is <i>Speaking</i> an easy skill to master?		
6) Is it difficult for you to understand any colloquial expressions?		
7) Do you use internet tools to improve your <i>Speaking skill</i> ?		
8) Do you really speak English when you work in pairs/groups?		
9) Is your professor a good model to make you improve your pronunciation?		
10) Does your professor motivate you to speak English?		

Appendix 2: Pre-test

PRE-TEST TO ASCERTAIN THE LEVEL OF SPEAKING.

I. General information.

- a) Educational Institution : National University of Cajamarca
- b) Area : English
- c) Year of study : 3rd
- d) Group and cycle : “E” “VI”
- e) Number of students : 20 students
- f) Date : Cajamarca - August, 2016
- g) Tutor’s name : M.SC Milagros Cabezas Martínez
- h) Researchers : BEd. Briceño Rodríguez , Elmer Eliseo

BEd. Peralta Barboza, Elvis Lino

II. Main objective:

- ✓ To design and apply a program based on Communicative EFL Strategies in order to improve speaking level of the students from the 6th cycle of Education – English specialty from UNC, in 2016.

III. Instrument: An Interview (20 points).

IV. Specific Objectives:

- ✓ To evaluate the level speaking by using rating scales made by the researchers.
- ✓ To elaborate adequate tools to find out the level of speaking of the students of the 5th cycle of education English specialty of UNC.

- ✓ To find out the level of speaking skills in students from UNC.
- ✓ To design and implement a program based on Communicative EFL Strategies in order to improve speaking level of the students from the 6th cycle of Education – English specialty from UNC, in 2016.
- ✓ To validate the proposal.

V. Stages of evaluation:

- a) Researchers introduce themselves and explain why they are going to work with them.
- b) Researchers divide the class in two groups.

VI. Instructions

- a) Let's divide the class in two groups.
- b) You have to be student “A” or student “B”
- c) Researchers give to the students “A” some pieces of papers with some questions.
- d) Student “A” ask the questions, student “B” answers the questions.
- e) When student “A” finishes , he/ she becomes student “B”
- f) Before students answer the questions, researchers make a model.
- g) While students are answering the questions, researchers are monitoring the process by using their rubrics.

Name : _____		Cycle ____	Academic Year ____	Date ____/____/____	Score: ____
Category	Very good (4)	Good (3)	Needs improvement (2)	Poor (1)	
Fluency	Ability to express themselves spontaneously, very fluently and precisely with natural hesitation.	Ability to express themselves spontaneously, very fluently and precisely with minimal hesitation.	Ability to express themselves spontaneously, very fluently and precisely with some prompts	Inability to express themselves spontaneously, very fluently and precisely unless given prompts	
Grammar	Ability to use sentence structure, vocabulary and grammar correctly with no significant errors.	Ability to use sentence structure, vocabulary and grammar correctly with minimal errors.	Ability to use sentence structure, vocabulary and grammar correctly with some errors.	Inability to use sentence structure, vocabulary and grammar correctly (many errors).	
Vocabulary	Ability to use single and compound words appropriately	Ability to use single and compound words with minimal errors.	Ability to use single and compound words with some errors.	Inability to use single and compound words (many errors).	
Pronunciation	Ability to communicate ideas and be understood using correct pronunciation with no significant errors.	Ability to communicate ideas and be understood using correct pronunciation with no minimal errors.	Ability to communicate ideas and be understood using correct pronunciation with some errors.	Inability to communicate ideas and be understood (many errors in pronunciation)	
Intonation	Ability to use utterances with rising and falling pitch with no significant errors.	Ability to use utterances with rising and falling pitch with no minimal errors.	Ability to use utterances with rising and falling pitch with some errors.	Inability to use utterances with rising and falling pitch (many errors in intonation)	

Source: SPEAKING RUBRICS. Retrieved on September 2016. Web page. Available at <http://umabreakfastclub.blogspot.pe/2012/11/hello-everyone-it-is-still-raining-what.html>

<u>A quick interview</u>	
Student "A"	Student "B"
a) Hello! Tell me something about you.	
b) Can you tell me something about your family, please?	
c) Can you tell me something about Cajamarca, please?	
d) What are you wearing today?	
e) What do you like doing or what do you hate doing?	
f) What did you do yesterday?	
g) What are your future plans?	

Name : _____		Cycle __	Academic Year _____	Date __/__/__
Score: _____				
Category	Very good (4)	Good (3)	Needs improvement (2)	Poor (1)
Fluency				
Grammar				
Vocabulary				
Pronunciation				
Intonation				

Appendix 3: Post-Test

POST-TEST TO ASCERTAIN THE LEVEL OF SPEAKING

I. General information.

- a) Educational Institution : National University of Cajamarca
- b) Area : English
- c) Year of study : 3rd
- d) Group and cycle : “E” “VI”
- e) Number of students : 20 students
- f) Date : Cajamarca – December, 2016
- g) Tutor’s name : M.SC Milagros Cabezas Martínez
- h) Researchers : BEd. Briceño Rodríguez, Elmer Eliseo
BEd. Peralta Barboza, Elvis Lino

II. Purpose:

- ✓ To design and apply a program based on Communicative EFL Strategies in order to improve speaking level of the students from the 6th cycle of Education – English specialty from UNC, in 2016.

III. Instrument: An Interview (20 points).

IV. Specific Objectives:

- ✓ To elaborate adequate tools to find out the level of speaking of the students of the 5th cycle of education English specialty of UNC.
- ✓ To find out the level of speaking skills in students from UNC.

- ✓ To design and implement a program based on Communicative EFL Strategies in order to improve speaking level of the students from the 6th cycle of Education – English specialty from UNC, in 2016.
- ✓ To validate the proposal.

V. Stages of evaluation:

- a) Researchers explain the main purpose of the interview.
- b) Researchers divide the class in two groups.

VI. Instructions

- a) Let's divide the class in two groups.
- b) You have to be student “A” or student “B”.
- c) Researchers give to the students “A” some pieces of papers, containing the questions.
- d) All the students who are letter “A” ask the questions, students who are letter “B” answer the questions.
- e) When student “A” finish , he/ she become student “B”
- f) While students are answering the questions, researchers are monitoring the process by using their rubrics.

Name and surname : _____ Cycle ____ Academic Year _____ Date ____/____/____				
Score: _____				
Category	Very good (4)	Good (3)	Needs improvement (2)	Poor (1)
Fluency	Ability to express themselves spontaneously, very fluently and precisely with natural hesitation.	Ability to express themselves spontaneously, very fluently and precisely with minimal hesitation.	Ability to express themselves spontaneously, very fluently and precisely with some prompts	Inability to express themselves spontaneously, very fluently and precisely unless given prompts
Grammar	Ability to use sentence structure, vocabulary and grammar correctly with no significant errors.	Ability to use sentence structure, vocabulary and grammar correctly with minimal errors.	Ability to use sentence structure, vocabulary and grammar correctly with some errors.	Inability to use sentence structure, vocabulary and grammar correctly (many errors).
Vocabulary	Ability to use single and compound words appropriately	Ability to use single and compound words with minimal errors.	Ability to use single and compound words with some errors.	Inability to use single and compound words (many errors).
Pronunciation	Ability to communicate ideas and be understood using correct pronunciation with no significant errors.	Ability to communicate ideas and be understood using correct pronunciation with no minimal errors.	Ability to communicate ideas and be understood using correct pronunciation with some errors.	Inability to communicate ideas and be understood (many errors in pronunciation)
Intonation	Ability to use utterances with rising and falling pitch with no significant errors.	Ability to use utterances with rising and falling pitch with no minimal errors.	Ability to use utterances with rising and falling pitch with some errors.	Inability to use utterances with rising and falling pitch (many errors in intonation)

<u>A quick interview</u>	
Student "A"	Student "B"
1. Hello! Can you introduce yourself?	
2. Could you please tell me something about your favorite family member?	
3. What can you tell me about different places in Cajamarca?	
4. Can you describe the clothes you are wearing today?	
5. What do you like doing or what do you hate doing?	
6. What did you do yesterday?	
7. What are your future plans?	

Appendix 4: Strategies used during the academic research

EFL COMMUNICATIVE STRATEGIES LIST

8. CIRCUMLOCUTION:

Examples:

- A. Function:** “The nine is when you have the hair... a bad hair... you can use this to straight... it” / “Is the thing don’t you put... when you put the baby and you can... eh... go with the baby”.
- B. Superordinate:** “Is a rare chair... that... eh... buff...” / “It is one cloth that you put in the hair”
- C. Description:** “He is a ring... with things when you... .. that... sound” / “Is soft, square... mmm...to the sofa”
- D. Location:** “Number four... in your home there are a lot... no no no, two or three like this eh... and in the living room in the sofa”
- E. Use:** “Number three is the rocking chair, is eh a chair that you can... where you can eh... sit down and go to the... to left and right”
- F. Cultural reference:** “Mmmm... Daisy” / “Tambourine. Is an instrument you play in Christmas”
- G. Linguistic reference:** “Is a... accessory... mmm... that puts on the hair or around the neck... is like a mini, mini... bird... in Spanish... the name

9. APPROXIMATION:

- A. Plate-bowl.
- B. Ship-sailing boat.
- C. House-building.
- D. Instance-case.
- E. Proverb-phrase.
- F. Illustration-model.

10. ALL-PURPOSE WORDS

- A. Thing.
- B. Stuff,
- C. Stuff like that.
- D. What's it exactly?
- E. What do you call it?
- F. And things like that.
- G. And everything.
- H. And things.
- I. Thingie

11. SAY WHAT. SAY WHY. SAY OTHER THINGS TO TRY.

“What do you do on weekends?”

Say what: “I always go to the park with my dog.”

Say why: “Because my dog loves running.”

Say other things to try: “And we stay there until 6:00 p.m.”

12. Claim, support, question.

Student A

Claim: “It’s Ale’s birthday this week. We could buy a present for him. He likes reading books.”

Support: “Yesterday I saw a best seller.”

Question: “What about buying it for him?”

Student B

Claim: “I don’t know. Best sellers are expensive.”

Support: “Perhaps a CD will be cheaper.”

Question: “What do you think?”

13. WWW: WHAT YOU THINK, WHAT YOU LIKE, WHAT YOU DO, AND OTHER PEOPLE TOO.

What you think: "I think that breakfast is very important."

What you like: "I like having coffee with milk and cookies."

What you do: "Sometimes I don't have breakfast because I haven't many time and I only eat a fruit."

And other people too: "My children eat healthy food like milk and cereals or yoghurt."

14. WHO, WHERE, WHAT, AND WHY, YOU CAN HAVE A TRY!

Where, for "Where is the character?"

Next is What, for "What is the character doing?"

And finally there is Why, for "Why is the character doing that action?"

15. ELICITING.

The teacher shows a picture or drawing of a house and a clock combined with mime can be used to elicit both the names of household items and common verbs:

T: Six o'clock. Where is she?

S: Bed

T: Yes, she's in bed, sleeping. Seven-thirty, every day?

S: Get up

T: Good, she gets up at seven-thirty. Eight o'clock, every day?

S: Eat. Breakfast

T: Well done. Listen: She has breakfast at eight o'clock

The teacher may also model new structures or lexis before it is introduced as the target language:

T: Do you like coffee?

S: Yes (I do).

T: Do you like tea?

S: Yes I do

T: Do you like milk?

S: No (I don't)

T: What's the question? Ask me.

In this case, the teacher is asking the learners to notice how a particular function is expressed, and eliciting is combined with concept questions. In a text or dialogue about the future:

T: Is he talking about the past, present or future?

S: Future

T: Does he know / is he sure about the future?

S: No

T: Right. It's a prediction. What verb does he use?

S: Will

T: Good. Can you give me an example?

16. MODELING OF TARGET LANGUAGE.

The teacher writes two models on the board:

- 'I've been waiting for you for ages', and 'What have you been doing? You look awful'.
- I can play soccer but my sister can't. What about you? Can you play soccer?

17. THINK ALOUD

- A. "What am I going to do now?"
- B. "What is my problem?"
- C. "I wonder what would happen if..."
- D. What am I supposed to do?

18. CONVERSATION FILLERS

- A. Well
- B. Ok
- C. So
- D. Let me think...
- E. I mean
- F. I guess/think
- G. You know
- H. Like (as in "*I'm... like... really sad that you lost your...*")
- I. What I want to say is...
- J. The point I want to make is....

- K. Anyway,...
- L. Well, what I mean is that ...
- M. Back to our topic ...
- N. As I was saying ...
- O. The basic idea is...
- P. kind of... (as in "*he's kind of nice...*")

19. MOUTHING

A: Students, guess what words I'm pronouncing, please look at my lips. Shirt, dress, jeans.

B: Teacher is the word "sheet"?

A: Not really. The word is shirt.

B: Oh yeah you're right.

This is useful with pronunciation errors. The teacher mouths the correct pronunciation without making a sound. For example, when an individual sound is mispronounced or when the word stress is wrong. And of course it can also be used to correct other spoken errors.

BIBLIOGRAPHY

- https://academic.eunavarra.es/bitstream/handle/2454/15503/70845_Belanche%20Echeverr%C3%ADa%2C%20Sonia.pdf?sequence=1&isAllowed=y
- <https://www.collinsdictionary.com/dictionary/english-thesaurus/example>
- <http://www.efltasks.org/index.php?printable=24>
- <https://www.teachingenglish.org.uk/article/eliciting>
- http://www.myenglishpages.com/site_php_files/communication-lesson-conversation-fillers.php
- <https://www.teachingenglish.org.uk/article/error-correction-2>

Appendix 5: Lesson plans



National University of Cajamarca - Faculty of Education English Specialty



FIRST SPEAKING LESSON

I. General Information.

- a. Educational Institution : National University of Cajamarca
- b. Area : English
- c. Year of study : 3rd
- d. Group and cycle : “E” “VI”
- e. Number of students : 20 students
- f. Date : Cajamarca - August, 2016
- g. Tutor’s name : M.SC Milagros Cabezas Martínez
- h. Observing researchers : BEd. Briceño Rodríguez, Elmer Eliseo

BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

Good to see you

III. Objective: At the end of this lesson, our learners will

- Use formal or informal greetings to introduce themselves.

IV. Attitude

- Respect their partners’ opinions to increase the English knowledge.

V. Methodological strategies:

- a) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	<ul style="list-style-type: none"> - Teacher greets students using formal and informal expressions - Teacher starts the class asking simple questions to students. - Students decide if the expressions are formal or informal. 	Markers	<ul style="list-style-type: none"> - Use formal or informal greetings to introduce themselves with the correct <i>vocabulary expressions</i> using conversation fillers. 	Inquiring	Checklist	10'
		Worksheet		Observation		
		Pencil		Role-plays		
Process	<ul style="list-style-type: none"> - Students repeat the learned vocabulary. - Students listen to some people talking and complete the spaces. - Students play monopoly with their classmates using formal or informal greetings. 	PowerPoint		Use of all-purpose words	Auxiliary Register	25'
Output	<ul style="list-style-type: none"> - Students are required to use a role-play. - Teacher reinforces the class and develops a metacognition task. 					15'

Good to see you....

I. Let's decide if the expressions are formal or informal.

❖ Typical Greetings	Formal	Informal	❖ Typical Greetings	Formal	Informal
Hello			How's life treating you?		
How are you?			How's it going?		
Good to see you			<i>Sam, this is (my friend/my sister, etc.) Alex</i>		
What's up (man/dude/bro/their name)?			How is everything going?		
It has been a long time			It's always a pleasure to see you		
Where have you been hiding?			What's happening?		
Peace (Out)			Long time no see		
Hi, my name is Alex. What's your name?			Ladies and gentlemen, I would like to introduce myself.		

II. Listen to some people talking and complete the spaces.



(Informal)

1

- a), my name is Alan. What's your name?
- b), my name is Percy.
- a) Nice to meet you.

2

(Informal)

- a) Hi, Rodrigo. How is life treating you?
- b) What's up Rosa?
- a) I am well
- b) Rosa, this is my brother Jhon.
- c) Nice to you.

(Formal)

3



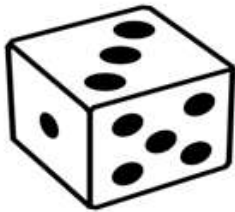





- a) Ladies and gentlemen .I would like to myself .I am Jean Rojas, Executive manager at Iquitos entrprise.I studied at Oxford University.

4

(Formal)

- a) Mr. Martínez ,..... me introduce you to Mr. Villareal our general editor
b) Pleased to you. Mr. Martínez allow me to introduce you to my wife.

III. Play with your classmates.

	2) formal situation	
1) you can choose your victim.		3) informal situation
		
		
6) ask for help		5) you decide formal or informal
		4) throw the die again

IV. Work in pairs. Use a formal or informal greetings to introduce yourself.



SECOND SPEAKING LESSON

I. General Information.

- a) Educational Institution : National University of Cajamarca
- b) Area : English
- c) Year of study : 3rd
- d) Group and cycle : “E” “VI”
- e) Number of students : 20 students
- f) Date : Cajamarca - August, 2016
- g) Tutor’s name : M.SC Milagros Cabezas Martínez
- h) Observing researchers : BEd. Briceño Rodríguez , Elmer Eliseo

BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

Is your father a good friend?

III. Objective: At the end of this lesson, our learners will

- Talk about his/her family by giving some specific details

IV. Attitude

- Promote an initiative during learning activities in the classroom

V. Methodological strategies:

- b) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	- Students, find in pairs some reason why their family is important?	Markers	- Talk about his/her family by giving some specific details using a picture of their family member with correct grammar.	Inquiry	Checklist	10'
		Worksheet		Observation		
Process	- Students ask to your partner what you need to complete the chart. - Students listen to their classmates and complete the chart.	Pencil		Information gap		25'
		PowerPoint			Auxiliary Register	
Output	- Students give information to their group about their family					15'

Is your father a good friend?

I. In pairs, answer why your family is important?

My family is important because.....

1).....

2).....

3).....

4).....

II. Ask your partner what you need to complete the chart.

What is the opposite of.....	Female	Male	?
		Father	
	Sister		
		Uncle	
	Grandmother		
		son	
	Niece		

III. Listen to your classmate and complete the chart.



Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my lovely (1)..... It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My (a) has got blond hair and she is very tender. My (b) is tall and slim and he is a funny person.

My (2) have got three children. There's my (c) Tim, my baby (3)..... David and me. Tim is a sweet boy who loves playing and being with me all the time. He is

only three years old so he attends the kindergarten. My younger (4), David, is a seven-month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy, his bunny.

My (5) has got a (d) Her name is Olivia and she is my (d) My (6) has got two (e) Their names are Richard and William and they are my uncles. I have also got my grandparents and my cousins Jacob, Kevin and Chloe. We have got a pet called Pirate, he is my favorite dog!

I love my family and my pet.

IV. Work in groups. Share the information about your family to different groups.



THIRD SPEAKING LESSON

I. General Information.

- a) Educational Institution : National University of Cajamarca
b) Area : English
c) Year of study : 3rd
d) Group and cycle : “E” “VI”
e) Number of students : 20 students
f) Date : Cajamarca - August, 2016
g) Tutor’s name : M.SC Milagros Cabezas Martínez
h) Observing researchers : BEd. Briceño Rodríguez, Elmer Eliseo
BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

In Cajamarca there are three shopping centers

III. Objective: At the end of this lesson, our learners will

- Describe the different places in his/her city with fluency

IV. Attitude

- Respect and value the different opinions of their classmates

V. Methodological strategies:

- c) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	<ul style="list-style-type: none"> - Teacher make some questions related to the topic - Teacher practice choral repetition - Students Match the pictures with the correct names of the places in a city. 	Markers	<ul style="list-style-type: none"> - Describe the different places in his/her city with a range of vocabulary about your city using a set of pictures. 	Inquiry	Checklist Auxiliary Register	10'
Process	<ul style="list-style-type: none"> - Students listen to your classmate and draw what he/she says - Students tell your classmate and continue with the sequence 	Worksheet		Observation		25'
Output	<ul style="list-style-type: none"> - Students Work in groups and tell your classmates about places in your city 	Pencil		Picture narrating		
		PowerPoint		Use of all-purpose words		15'

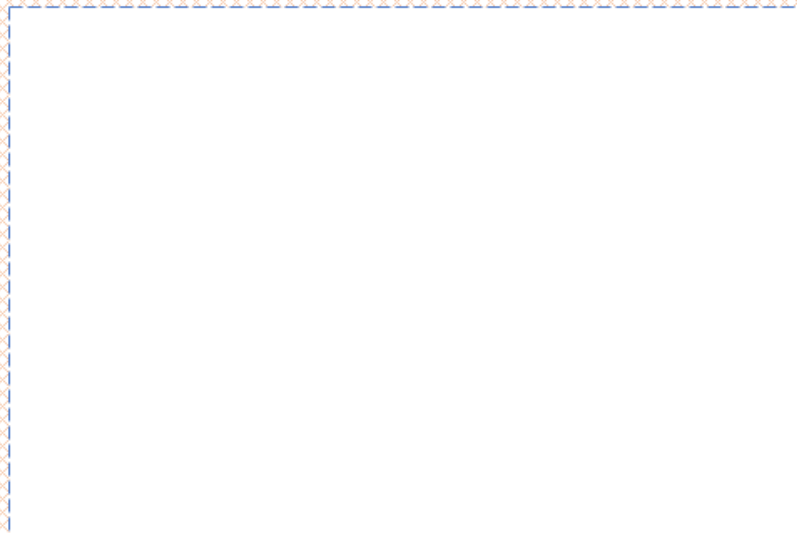
In Cajamarca there are three shopping centers

I. Match the pictures with the correct names of the places in a city.



Cathedral __ Shopping Centre __ Bank __ Art Gallery __ Airport __ Main square __

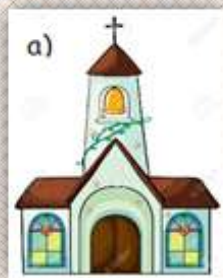
II. Listen to your classmate and draw what he/she says.



III. Tell your classmate and continue with the sequence.



In my city there is a but there isn't a



Church



Bank



Hospital



Airport

IV. Work in groups and tell to your classmates about places in your city.





FOURTH SPEAKING LESSON

I. General information.

- a) Educational Institution : National University of Cajamarca
 b) Area : English
 c) Year of study : 3rd
 d) Group and cycle : “E” “VI”
 e) Number of students : 20 students
 f) Date : Cajamarca - August, 2016
 g) Tutor’s name : M.SC Milagros Cabezas Martínez
 h) Observing researchers : BEd. Briceño Rodríguez, Elmer Eliseo
 BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

You are wearing nice jeans

III. Objective: At the end of this lesson, our learners will

- Talk in groups about the clothes he/she is wearing

IV. Attitude

- Value all the activities developed in classes to improve his/her knowledge

V. Methodological strategies:

- d) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	<ul style="list-style-type: none"> Students unscramble the words and match them with the correct pictures 	Markers	<ul style="list-style-type: none"> Talk in groups about the clothes he/she is wearing using falling and rising intonation. 	Inquiry	Checklist Auxiliary Register	10'
Process	<ul style="list-style-type: none"> Students complete the spaces and tell their classmates what these are people wearing Students choose the correct clothes according to the picture 	Worksheet		Observation		25'
		Pencils		Use of all-purpose words		
Output	<ul style="list-style-type: none"> Students tell the class what you are wearing. 	PowerPoint				15'

You are wearing nice jeans

I. Let's unscramble the words and match them with the correct pictures.

2) Dsrse _____

1) Stui _____

3) Buoles _____

4) T-siht _____

5) Jcatke _____

6) Setawer _____

7) Shtir _____

8) Insea _____

9) Pastn _____

10) Cota _____

11) Scfar _____

15) Terarins _____



a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)



m)



n)



o)

14) Soshe _____

13) Hhig sohes _____

12) Snadlsa _____

II. Complete the spaces and tell your classmates what these people are wearing.

- 1) She is Thalia, she is from Mexico, she is an actress and a singer. Today, she has an interview, she is wearing a striped black and red _____, a pair of blue _____ and beautiful high black _____.





- 4) She is Angelique Boyer, she is from France, she lives in Mexico. Today, she has a radio interview so she is wearing casual clothes, a grey _____ from, a brown _____ from Peru, a pair of blue _____ from Canada and a pair of brown _____.

III. Choose the correct clothes according to the picture.



Hello friends, my name is Bruno, I am 36 years old, I am a TV presenter, I enjoy my free time. Today, I am wearing a pair of blue **jeans/shorts**, and it is summer in California so I am wearing a skubue **T-shirt/jacket**, oh I forgot! I am wearing my favorite black **sandals/trainers** too.

Hello everybody, my name is Veronica, I am 36 years old, I live in Lima, it is a sunny day and I am on holiday so I am wearing a black **shirt/T-shirt** and a pair of blue **pants/skirts**. I want to look great so I am wearing my favorite sandals/trainers.



- 2) He is Leonel Messi, he is from Argentina, he is a football player. Today, it is his freeday, he is wearing a blue _____ from France, a pair of black _____ from Canada and a pair of Adidas _____.

- 3) He is Daniel Arenas, he is from Colombia, he is an actor, he is on holiday enjoying summer, he is wearing a checked red, blue and white _____ from France, a pair of blue _____ from Spain and a pair of red Adidas _____.





FIFTH SPEAKING LESSON

I. General information.

- a) Educational Institution : National University of Cajamarca
- b) Area : English
- c) Year of study : 3rd
- d) Group and cycle : “E” “VI”
- e) Number of students : 20 students
- f) Date : Cajamarca - August, 2016
- g) Tutor’s name : M.SC Milagros Cabezas Martínez
- h) Observing researchers : BEd. Briceño Rodríguez , Elmer Eliseo
BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

I really love playing football

III. Objective: At the end of this lesson, our learners will

- Express their emotions about common activities they like or hate

IV. Attitude

- Appreciate the use of technology to improve their level of English

V. Methodological strategies:

- a) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	<ul style="list-style-type: none"> - Label the pitures about what Bruno Pinasco and veronica linares did. 	Markers	<ul style="list-style-type: none"> - Express their emotions about common activities they like or hate in a roleplay. 	Inquiry	Checklist Auxiliary Register	10'
Process	<ul style="list-style-type: none"> - Listen and complete the sentences with the correct verbs. - Interview to your classmates 	Worksheet		Observation		25'
		Pencil		Picture narrating		
Output	<ul style="list-style-type: none"> - Use the next images to tell us about your last week 	PowerPoint		Use of all-purpose words		15'

I love playing football

I. Label the pictures with their correct name.



.....



.....



.....



.....



.....



.....



.....

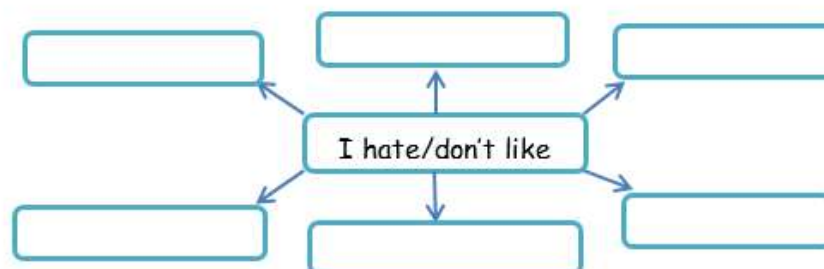
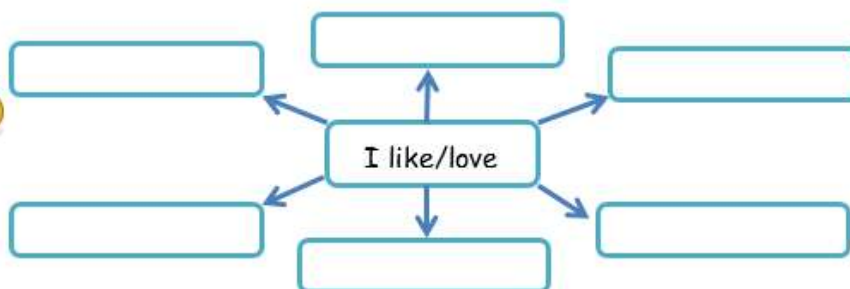


.....



.....

II. Activities you like or hate doing.



III. Listen and complete the spaces with the activities from the box.

- a) In my free time,
- b) When I am at home,
- c) When I have money,
- d) With my friend,
- e) Walking on the street,
- f) With my parents,
- g) With his girlfriend,
- h) At university,
- i) Personally talking,

- 1) I love swimming into the river. __
- 2) I like painting landscapes. __
- 3) I hate paying debts. __
- 4) I like going to the cinema. __
- 5) I hate hearing the traffic noise. __
- 6) She likes watching TV. __
- 7) He hates visiting her parents. __
- 8) She likes talking with her friends. __
- 9) He loves cooking Chinese food. __

IV. Interview your classmates.



What do you do

...in your free time? _____

...when you are at home? _____

...when you walk on the street? _____

...when you go out with your parents? _____

...when you have money? _____

V. Guess what your classmate likes/hates doing.

NAME	HE / SHE LIKES	HE / SHE HATES
.....
.....
.....
.....



SIXTH SPEAKING LESSON

I. General information.

- a) Educational Institution : National University of Cajamarca
 b) Area : English
 c) Year of study : 3rd
 d) Group and cycle : “E” “VI”
 e) Number of students : 20 students
 f) Date : Cajamarca - August, 2016
 g) Tutor’s name : M.SC Milagros Cabezas Martínez
 h) Observing researchers : BEd. Briceño Rodríguez , Elmer Eliseo
 BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

My activities at the weekend

III. Objective: At the end of this lesson, our learners will

- ❖ Debate his/her point of view in a group work

IV. Attitude

- Value all the activities developed in classes to improve his/her knowledge

V. Methodological strategies:

- a) English skill:

Text comprehension (Reading)	Text production (Writing)	Oral comprehension (Listening)	Oral production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	- Label the pictures with their correct name	Markers Worksheet	❖ Interview his/her classmates's activites in the past using appropriate intonation.	Inquiry Observation	Checklist	10'
Process	- Activities you like or hate doing. - Listen and complete the spaces with the activities from the box.	Pencil PowerPoint		Picture narrating Use of all-purpose words	Auxiliary Register	25'
Output	- Interview your classmates.					15'

My activities at the weekend

I. Label the pitures about what Bruno Pinasco and veronica linares did.

Last week Bruno.....



- 1) He ___ typical Peruvian food 2) he ___ to a famous actress 3) he ___ El Huascarán 4) he ___ late

Last week Verónica



- 1) She ___ her car 2) she ___ her clothes 3) she ___ tennins in a coliseum 4) she ___ a good soup

II. Listen and complete the sentences with the correct verbs.

- | | | |
|--|------------|------------|
| 1) I _____ a chinese dish yesterday. | a) cooked | b) booked |
| 2) He _____ a shower in Baños del inca last night. | a) could | b) took |
| 3) We _____ an interesting book last week. | a) ride | b) read |
| 4) Juan _____ his clothes on Sunday. | a) washed | b) flashed |
| 5) Melisa _____ for three hours yesterday | a) slept | b) kept |
| 6) She _____ our garage last week | a) climbed | b) cleaned |
| 7) Marcos _____ a big fish from Tarapoto. | a) eight | b) ate |
| 8) He _____ at the public hospital last week. | a) played | b) stayed |

III. Interview your classmates

Name	What did you do ...		
	Yesterday?	Last week?	Last night?
1) _____	I	I	I
2) _____	I	I	I
3) _____	I	I	I
4) _____	I	I	I

IV. Use the next pictures and tell us about your last week.



Last week I



Yesterday I





SEVENTH SPEAKING LESSON

I. General Information.

- a. Educational Institution : National University of Cajamarca
- b. Area : English
- c. Year of study : 3rd
- d. Group and cycle : “E” “VI”
- e. Number of students : 20 students
- f. Date : Cajamarca - August, 2016
- g. Tutor’s name : M.SC Milagros Cabezas Martínez
- h. Observing researchers : BEd. Briceño Rodríguez , Elmer Eliseo
BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

I was in a party last night

III. Objective: At the end of this lesson, our learners will

- Use a set of expressions in the past to talk about themselves

IV. Attitude

- Respect their partners’ opinions to increase the English knowledge.

V. Methodological strategies:

- a) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	- Students guess, where these people were.	Markers	- Use a set of expressions in the past to talk about themselves using <i>mouth</i> ing.	Inquiry	Checklist auxiliary register	10'
Process	- Students tell to your classmate and continue with the sequence	Worksheet		Observation		25'
Output	- Students listen and choose the correct expression. - Students work in groups and tell to your classmates about where you were.	Pencil PowerPoint		Picture narrating Use of all-purpose words		15'

I was in a party last night!

I. Guess where these people were.



1

I was last night



2

They were on Sunday morning



3

She was yesterday



4

We were last week



5

He was on Sunday



6

We were in the evening

in classes ____ in the supermarket ____ in a radio interview ____
in the cinema ____ at home ____ in a party ____

II. Tell your classmate and continue the sequence.



a)



b)



c)



d)

III. Listen and choose the correct expression.

- a) Jorge was in a birthday party, *last night/yesterday evening*
- b) We were in the cinema *on Sunday afternoon/las night*
- c) My father was in the market with my brother *last week/in the morning*
- d) The president was in a radio interview *in the morning/yesterday morning*
- e) My teacher was in classes teaching Egypt's Culture *last night/last week*

IV. Work in groups and tell your classmates about where you were.

.....yesterday

.....last night



.....in the morning

.....on Sunday morning



EIGHTH SPEAKING LESSON

I. General information.

- a) Educational Institution : National University of Cajamarca
- b) Area : English
- c) Year of study : 3rd
- d) Group and cycle : “E” “VI”
- e) Number of students : 20 students
- f) Date : Cajamarca - August, 2016
- g) Tutor’s name : M.SC Milagros Cabezas Martínez
- h) Observing researchers : BEd. Briceño Rodríguez, Elmer Eliseo

BEd. Peralta Barboza, Elvis Lino

II. Title of the learning session:

Peruvian’s future plans are..

III. Objective: At the end of this lesson, our learners will

- Talk in pairs about their different plans using paratextual elements

IV. Attitude

- Value all the activities developed in classes to improve his/her knowledge

V. Methodological strategies:

- e) English skill:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
			X

Stages	Didactic sequence	Resources	Evaluation			Time
			Indicator(s)	Technique(s)	Instrument(s)	
Input	- Students check the pictures and make predictions	Markers	- Talk in pairs about their different plans using paratextual elements.	Inquiry	Checklist Auxiliary Register	10'
Process	- Students look at to the pictures and complete the spaces with the verbs from the box	Worksheet Pencil PowerPoint		Observation Picture narrating Use of all-purpose words		25'
Output	- Students imagine they have a travel ticket, then they organize their itinerary with their future plans					15'

Peruvian's future plans are

I. Check the pictures and make predictions.

- 1) It is going to in Cajamarca 2) She is going to to Europe 3) they are going to football



- 4) He is going to sandwiches 5) I am going to with my friends 6) we are going to a party



II. Look at to the pictues and complete the spaces with the vebz from the box.

Interview, stay, travel (x2), have, participate, sing, make, send, invite, call, organise



She is Magali Medina, she works on television, she is an interviewer and next month she is going to (1) _____ to Argentina to (2) _____ Diego Maradona in Rosario city, after the interview she is going to (3) _____ in a beautiful hotel in Buenos Aires.

He is Gian Marco , he is a famous singer and the next month she is going to (1) _____ to another country so he is going (2) _____ at „Estadio Naional” before travelling to Mexico. In mexico he is going to (3) _____ in a music festival called Latino Music .His is going to (4) _____ a very busy week





He is Mario Vargas Llosa, he is a famous writer. The Peruvian president is going to (1)_____ him for a National Web Forum. If you want to participate, the secretary office is going to (2)_____ the registartion. You are going to (3)_____ us your personal inormation to our corporative e-mail

He is Gaston Acurio, a famous Peruvian cook. He is going to (1)_____ a festival food en France, he wants to write a book about our delicious food. He is going to (2)_____ or write an email to Mario Vargas Llosa to help him.



III. Imagine you have a travel tickeet, organise your itinerary of future plans.

In Mexico I am going to.....



Appendix 6: Photographs before, during and after the proposal.







Appendix 7: Videos and audio tracks recorded for the proposal.

Appendix 8: Validation on instruments

TABLA DE EVALUACIÓN DE EXPERTOS

Apellidos y nombres del experto : Acosta Rivadenira Juan Carlos
 Título y/o grado : PH. D. () Doctor: () Magister: (X)
 Universidad que obtuvo el post grado : Universidad Nacional Pedro Ruiz Gallo

Título del Informe de Tesis

"PROPUESTA DIDACTICA BASADA EN ESTRATEGIAS COMUNICATIVAS DEL IDIOMA INGLES COMO IDIOMA EXTRANJERO PARA MEJORAR EL NIVEL DE HABLA DE LOS ESTUDIANTES DEL 6^{to} CICLO DE EDUCACION – ESPECIALIDAD DE INGLES DE LA UNIVERSIDAD NACIONAL DE CAJAMARCA EN 2016"

Objetivo General: Diseñar y aplicar un programa basado en estrategias comunicativas del inglés como Idioma Extranjero para mejorar el nivel de habla de los alumnos del 6^{to} ciclo de Educación – Especialidad de Inglés de la Universidad Nacional de Cajamarca (UNC) en 2016.

Objetivos específicos:

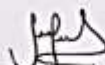
- 1) Elaborar herramientas adecuadas para descubrir el nivel de habla de los alumnos del 6^{to} ciclo de Educación – Especialidad de Inglés de la UNC.
- 2) Descubrir el nivel de habla en los alumnos de la UNC.
- 3) Diseñar e implementar un programa basado en estrategias de inglés como Idioma Extranjero para mejorar el nivel de habla de los estudiantes del 6^{to} ciclo de Educación- Especialidad de Inglés de la UNC, en el 2016.
- 4) Validar la propuesta

	D	A	B	E
El instrumento de medición cumple con el diseño adecuado			✓	
El instrumento de la recolección de datos tiene relación con el título de la investigación			✓	
En el instrumento de recolección de datos se mencionan las variables de investigación			✓	
El instrumento de recolección de datos facilitará el logro de los objetivos de la investigación			✓	
El instrumento de la recolección de datos se relaciona con las variables de estudio			✓	
Los ítems presentan congruencia			✓	
La redacción de las preguntas tiene coherencia			✓	
Cada una de las preguntas del instrumento de medición se relaciona con cada uno			✓	

de los elementos de los indicadores				
El diseño del instrumento de medición facilitará el análisis y procesamiento de datos			✓	
Del instrumento de medición son entendibles las alternativas de respuestas			✓	
El instrumento de medición será accesible a la población sujeto de estudio			✓	
El instrumento de medición es claro, preciso y sencillo para que respondan y de esta manera obtener los datos requeridos			✓	

LEYENDA	
D	Deficiente
A	Aceptable
B	Bueno
E	Excelente

En Chiclayo, a los 07 días del mes de Octubre del 2016



Firma

TABLA DE EVALUACIÓN DE EXPERTOS

Apellidos y nombres del experto: Ventosa Bravo Ernesto Elías
 Título y/o grado: PH. D. () Doctor: () Magister: (X)
 Universidad que obtuvo el post grado: Universidad Nacional Pedro Ruiz Gallo

Título del Informe de Tesis

"PROPUESTA DIDÁCTICA BASADA EN ESTRATEGIAS COMUNICATIVAS DEL IDIOMA INGLÉS COMO IDIOMA EXTRANJERO PARA MEJORAR EL NIVEL DE HABLA DE LOS ESTUDIANTES DEL 6TO CICLO DE EDUCACIÓN – ESPECIALIDAD DE INGLÉS DE LA UNIVERSIDAD NACIONAL DE CAJAMARCA EN 2016"

Objetivo General: Diseñar y aplicar un programa basado en estrategias comunicativas del inglés como idioma extranjero para mejorar el nivel de habla de los alumnos del 6to ciclo de Educación- Especialidad de inglés de la Universidad Nacional de Cajamarca (UNC) en 2016.

Objetivos específicos:

1. Elaborar herramientas adecuadas para descubrir el nivel de habla d los alumnos del 6to ciclo de Educación- Especialidad de inglés de la UNC.
2. Descubrir el nivel del habla en los alumnos de la UNC.
3. Diseñar e implementar un programa basado en estrategias de inglés como idioma extranjero para mejorar el nivel de habla de los estudiantes de 6to ciclo de Educación – Especialidad de inglés de la UNC, en el 2016.
4. Validad la propuesta didáctica.

	D	A	B	E
El instrumento de medición cumple con el diseño adecuado			✓	
El instrumento de la recolección de datos tiene relación con el título de la investigación			✓	
En el instrumento de recolección de datos se mencionan las variables de investigación			✓	
El instrumento de recolección de datos facilitará el logro de los objetivos de la investigación			✓	
El instrumento de la recolección de datos se relaciona con las variables de estudio			✓	
Los ítems presentan congruencia			✓	
La redacción de las preguntas tiene coherencia			✓	
Cada una de las preguntas del instrumento de medición se relaciona con cada uno de los elementos de los indicadores			✓	

de los elementos de los indicadores				
El diseño del instrumento de medición facilitará el análisis y procesamiento de datos				
Del instrumento de medición son entendibles las alternativas de respuestas			✓	
El instrumento de medición será accesible a la población sujeto de estudio			✓	
El instrumento de medición es claro, preciso y sencillo para que respondan y de esta manera obtener los datos requeridos			✓	

LEYENDA	
D	Deficiente
A	Aceptable
B	Bueno
E	Excelente

En Chiclayo, a los 07 días del mes de Octubre del 2036


 Firma